NATIONAL ASSOCIATION OF
SECONDARY SCHOOL PRINCIPALS

# THIRD YEARBOOK

## *of the* NATIONAL ASSOCIATION *of* SECONDARY SCHOOL PRINCIPALS

*Edited by*

H. V. CHURCH

*Secretary of the Association*

———

Published by the Association 1920

Reprinted with the permission of the original publisher
KRAUS REPRINT CORPORATION
1966

Printed in United States of America

CONTENTS


PAGE

OFFICERS OF THE ASSOCIATION ..... vii

DIRECTORY OF THE ASSOCIATION ..... ix

PROCEEDINGS OF THE THIRD ANNUAL MEETING AT CHICAGO, 1919:

President's Address, *President William D. Lewis* ..... 1

Presentation of Certain Features in the Report on Cardinal Principles of Secondary Education, *Mr. Clarence D. Kingsley* ..... 9

The Place of the Modern Secondary School in a Democracy, *Principal James N. Rule* ..... 14

What Democracy Should Demand of Her High Schools, *Principal H. B. Loomis* ..... 23

Report of Committee on Social Science, *Professor Charles H. Judd* ..... 28

The Vocational Try-Out in the Junior High School, *Principal William A. Wetzel* ..... 37

On the Need of a General Social Science, *Principal Thomas J. McCormack* ..... 43

Report of the Committee on Curriculums, *Principal Edwin L. Miller* ..... 51

Provisions for Abilities by Means of Homogeneous Groupings, *Professor Thomas H. Briggs* ..... 53

The Social Recitation, *Mr. Sterling A. Leonard* ..... 63

School Morale, *Principal M. R. McDaniel* ..... 75

A Uniform Certification Blank, *Principal L. W. Smith* .. 80

Minutes of the Business Meeting ..... 82

Constitution ..... 87

## THE OFFICERS OF THE ASSOCIATION

1919–1920

*President:* W. A. Bailey

Principal of High School, Kansas City, Kansas

*Vice-President:* Edward C. Zabriskie

Principal of Washington Irving High School
New York, New York

*Secretary-Treasurer:* H. V. Church

Principal of J. Sterling Morton High School,
Cicero, Illinois

## THE EXECUTIVE COMMITTEE

Jesse B. Davis

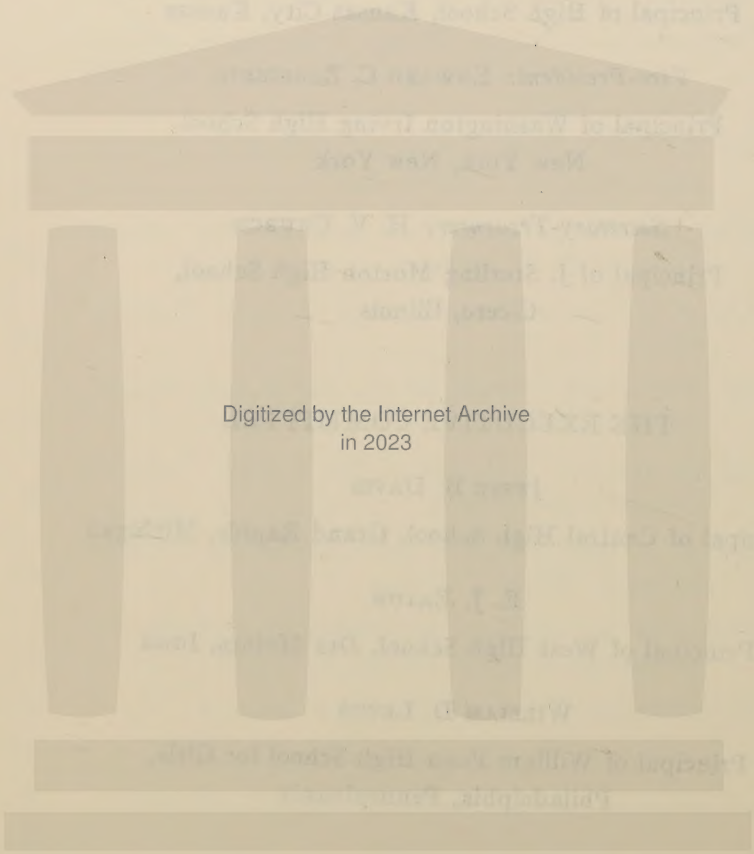
Principal of Central High School, Grand Rapids, Michigan

E. J. Eaton

Principal of West High School, Des Moines, Iowa

William D. Lewis

Principal of William Penn High School for Girls,
Philadelphia, Pennsylvania



Digitized by the Internet Archive
in 2023

https://archive.org/details/national-association-of-secondary-school-principals_1920_3

# DIRECTORY

## National Association of Secondary School Principals
## 1920

1919 Harry D. Abells.
Morgan Park Academy; Morgan Park, Illinois.

1920 J. E. Adams.
Waller High School; Chicago, Illinois.

1919 Mother Agnes.
Villa de Chantal; Rock Island, Illinois.

1919 J. A. Alexander.
Hutsonville, Illinois.

1919 S. R. Allen.
Arcola, Illinois.

1919 (Mrs.) E. G. Anderson.
Reddick, Illinois.

1918 W. E. Andrews, A.B., '87; Ph.D., '00.
1919, *Principal*, Benton Township High School; Benton, Illinois.

1919 Ethel Percy Andrus, B.S., '03; Ph.B., '03.
1916, *Principal*, Lincoln High School; 3625 North Broadway St., Los Angeles, California.

1918 George E. Anspaugh, A.B., '09; A.M., '16.
1916, *Superintendent* of Schools, Farmer City and *Principal* of Moore Township High School; Farmer City, Illinois.

1919 John A. Avery, A.B., '91.
1906, *Head Master*, High School; 22 Dartmouth St., Somerville, Massachusetts.

1918 John M. Avery, A.B., '14.
1914, *Principal*, Public High School; Hillsboro, Illinois.

1918 W. C. Baer, A.B., '11.
1913, *Principal*, Danville High School; Danville, Illinois.

1919 V. G. Barnes.
*Principal*, Madison High School; Madison, Wisconsin.

1916 H. M. Barrett, A.B., '90; A.M., '93; Lit. D., '14.
1912, *Principal*, East Side High School; Nineteenth and Stouts Sts., Denver, Colorado.

1918 R. G. Beals.
*Principal*, Taylorville Township High School; Taylorville, Illinois.

1916 Wilfred F. Beardsley, A.B., '93.
1906, *Principal*, Evanston Township High School; 1704 Hinman Ave., Evanston, Illinois.

1919 George Gerald Bechtel, A.B., '03; A.M., '05; LL.B., '12.
1917, *Principal*, Northern High School; 2962 West Grand Blvd., Detroit, Michigan.

1918 Ernest J. Becker, A.B., '94; Ph.D., '98.
1909, *Principal*, Eastern High School; Baltimore, Maryland.

1919 Lulu B. Beckington, A.B., '12.
1918, *Principal,* Belvidere High School; 628 South State St., Belvidere, Illinois.

1918 Grant Beebe, B.S., '88.
1913, *Principal,* Calumet High School; 8025 Normal Avenue, Chicago, Illinois.

1919 A. F. Benson, M.P., '13.
1918, *Principal,* Bremer Junior High School; Thirty-second and Emerson Ave., N., Minneapolis, Minnesota.

1918 Lindrez Best.
Plainfield High School; Plainfield, New Jersey.

1919 Carl G. Bickel, B.S., '16; M.S., '18.
1919, *Principal,* McLean Community High School, McLean, Illinois.

1918 William J. Bickett.
Bernardsville, New Jersey.

1918 Fred L. Biester, A.B., '14.
1919, *Principal,* Glen Ellyn Township High School; Glen Ellyn, Illinois.

1919 William Birdzell.
1919, *Superintendent,* Elizabeth Public Schools; Elizabeth, Illinois.

1919 F. L. Black.
Lockport, Illinois.

1919 H. B. Black.
Mattoon, Illinois.

1916 H. E. Blaine.
Joplin, Missouri.

1916 Louis J. Block, A.B., '68; A.M., '72; Ph.D., '82.
1895, *Principal,* John Marshall High School; 3250 W. Adams St., Chicago, Illinois.

1920 C. W. Boardman, Ph.B., '08.
1916, *Assistant Principal,* Central High School; Minneapolis, Minnesota.

1916 Wm. J. Bogan, Ph.B., '09.
1905, *Principal,* Lane Technical School; 1225 Sedgwick St., Chicago, Illinois.

1919 Sister F. Borgia.
Villa de Chantal; Rock Island, Illinois.

1920 Clarence W. Bosworth, A.B., '09; A.M., '10.
1917, *Principal,* Cranston High School; Auburn, Rhode Island.

1918 E. O. Bottenfield, Ph.B., '16.
1916, *Principal,* Sparta Township High School; 501 N. Vine St., Sparta, Illinois.

1916 A. O. Bowden, A.B., '08; A.M., '10; A.M., '12.
1914, *Principal,* Junior & Senior High School; Cor. Fifth and Illinois Sts., Huron, South Dakota.

1919 R. G. Bowden.
Gilman, Illinois.

1919 William W. Bowers.
Wenona, Illinois.

1918 E. L. Boyer.
*Principal*, Bloom Township High School; Chicago Heights, Illinois.

1917 Charles A. Bradley, U. S. Military Academy '77; D. Sc. '16.
1893, *Principal*, Manual Training High School; 1548 Galord St., Denver, Colorado.

1920 S. M. Brame, A.B., '02.
1909, *Principal*, Bolton High School; Alexandria, Louisiana.

1920 P. N. Bragg.
Helena High School; Helena, Arkansas.

1919 H. D. Brasefield, Ph.B., '91.
1917, *Principal*, Fremont High School; 460 Hanover Avenue, Oakland, California.

1916 Jacob P. Breidinger, A.B., '85; A.M., '88.
1901, *Principal*, High School; 15 N. Franklin St., Wilkes-Barre, Pennsylvania.

1920 R. J. Bretnall.
Boulder, Colorado.

1918 Francis A. Brick.
Bayonne, New Jersey.

1916 C. P. Briggs, A.B., '01.
1908, *Assistant Superintendent* and *Principal*, Rockford High School; 1129 Grant St., Rockford, Illinois.

1920 Eugene S. Briggs.
Okmulgee, Oklahoma.

1916 Thomas H. Briggs, Ph.D., '14.
1915, *Professor of Education*, Teachers College, Columbia University; 525 West 120 St., New York, New York.

1919 G. H. Brimhall.
Brigham Young University; Provo, Utah.

1916 L. W. Brooks, A.B., '03; A.M., '15.
1919, *Principal*, Wichita High School; Wichita, Kansas.

1916 Wendell S. Brooks, B.A., '08.
1914, *Head Master*, The Brooks School for Boys; 1535 Central Ave., Indianapolis, Indiana.

1919 C. A. Brothers.
Dwight, Illinois.

1916 B. Frank Brown, A.B., '91; A.M., '98.
1912, *Principal*, Lake View High School; 4015 N. Ashland Ave., Chicago, Illinois.

1916 Edward L. Brown, A.B., '86; A.M., '90; Lit. D., '14.
1898, *Principal*, North Side High School; 3324 Zuni Street, Denver, Colorado.

1916 George A. Brown, A.B., '06.
1919, *Principal*, Colorado Springs High School; Colorado Springs, Colorado.

1918 George A. Brown.
Bloomington, Illinois.

1917 G. E. Brown, A.B., '13.
1916, *Superintendent of City Schools;* 1714 Eleventh Ave., Greeley, Colorado.

1916 William N. Brown, Ph.B., '90, LL.B., '97.
1909, *Principal,* Peoria Manual Training High School; 308 Bigelow St., Peoria, Illinois.

1919 Charles Bruner, A.B., '10; M. A., '13.
1919, *Principal,* High School; Kewaunee, Illinois.

1916 Benjamin F. Buck, A.B., '93.
1913, *Principal,* Senn High School; 5900 Glenwood Ave., Chicago, Illinois.

1916 George Buck, A.B., '91; A.M., '01.
1910, *Principal,* Shortridge High School; Cor. Michigan and Penn Sts., Indianapolis, Indiana.

1918 B. R. Buckingham, Pd.B., '01; Ph.D., '13.
1918, *Director of Educational Research,* University of Illinois; 1002 S. Busey Ave., Urbana, Illinois.

1919 H. C. Buell,
Polo, Illinois.

1919 F. M. Bullock.
East Alton Community High School; Wood River, Illinois.

1917 P. C. Bunn, Ph.B., '09.
1914, *Principal,* High School; 860 Sixth St., Lorain, Ohio.

1917 Alden James Burton, A.B., '08.
1918, *Principal,* East High School; 1614 E. Twelfth St., Des Moines, Iowa.

1916 William M. Butler, A.B., '77.
1909, *Principal,* Yeatman High School; 3616 N. Garrison Ave., St. Louis, Missouri.

1918 Mallory K. Cannon, M.A., '92.
1916, *Principal,* Matthew Fontaine Maury High School; Norfolk, Virginia.

1919 J. W. Carrington.
Washburn, Illinois.

1920 John Linton Carver.
Friends' Seminary; 226 East Sixteenth St., New York.

1920 Thomas C. Chaffee, A.B., '02.
1914, *Principal,* Gardiner High School; Gardiner, Maine.

1919 Leo E. Changnon, A.B., '12.
1919, *Principal,* Donovan Township High School, Donovan, Illinois.

1917 John O. Chewning, A.B., '01.
1916, *Principal,* Central High School; Sixth and Vine Sts., Evansville, Indiana.

1916 Harry Victor Church, Ph.B., '94.
1899, *Principal*, J. Sterling Morton High School, Twenty-fifth St. and Sixtieth Ave., Cicero, Illinois.

1919 A. L. Clark.
1048 Nineteenth St., Des Moines, Iowa.

1919 W. P. Colburn, Ph.B., '05.
1912, *Superintendent and Principal*, Rhinelander Schools; 4 N. Baird Ave., Rhinelander, Wisconsin.

1919 G. H. Colebank.
1914, *Principal*, Fairmont High School; Fairmont, West Virginia.

1918 J. H. Collins, A.B., '92.
1918, *Principal*, Independence High School; Independence, Oregon.

1919 V. D. Comp.
St. Joseph, Illinois.

1919 C. C. Condit.
Elmwood, Illinois.

1916 R. R. Cook, A.B., '08.
1918, *Principal*, Topeka High School; Topeka, Kansas.

1917 Walter Francis Coolidge, A.B., '99; A.M., '01; A.M., '14.
1913, *Principal*, Granite High School; 2325 D. St., Granite City Illinois.

1919 J. W. Costelo.
Huntley, Illinois.

1918 Flemin W. Cox, A.B., '08.
1918, *Principal*, Harter-Stanford Township High School, Flora, Illinois.

1919 Philip W. L. Cox, A.B., '05.
1917, *Principal*, Ben Blewett Junior High School; St. Louis, Missouri.

1917 John A. Craig, A.B., '09; A.M., '10.
1915, *Principal*, Muskegon High and Hackley Manual Training School; 178 W. Webster Ave., Muskegon, Michigan.

1919 R. B. Craig.
Kinmundy, Illinois.

1919 J. H. Crann, B.Sc., '06.
1918, *Principal*, York Community High School, Elmhurst, Illinois.

1918 J. R. Cranor.
Gibson City, Illinois.

1920 H. H. Cully, A.B., '87.
1905, *Principal*, Glenville High School; Cleveland, Ohio.

1919 F. L. Cummings, A.B., '04; A.M., '11.
1916, *Principal*, Fergus County High School, 1007 W. Blvd., Lewistown, Montana.

1919 Frank C. Daniel.
*Principal*, McKinley Manual Training High School; Washington, D. C.

1919 James D. Darnall, A.B., '16; M.A., '17.
1919, *Principal*, Geneseo Township High School; Geneseo, Illinois.

1919 Allan Davis.
*Principal*, Business High School; Washington, D. C.

1918 George E. Davis, A.B., '02; A.M., '09.
1919, *Principal*, Walnut Hills High School, Cincinnati, Ohio.

1916 Jesse B. Davis, A.B., '95, A.M., '07, A.M., (Hon.) '18.
226 Youell Avenue, Grand Rapids, Michigan.

1917 Thomas M. Deam.
*Principal*, Decatur High School; Decatur, Illinois.

1919 H. A. Dean.
*Superintendent* of Schools; Crystal Lake, Illinois.

1919 E. M. Deem.
Minier, Illinois.

1919 R. R. Denison, A.B., '10.
1918, *Principal*, Lawrenceville Township High School, Lawrenceville, Illinois.

1919 F. J. Desmond, B.S., '11; A.B., '17.
1916, *Head, History Department*, Elkhart High School; 303 High St., West Elkhart, Indiana.

1916 John A. Devlin, B.S., '02; M.S., '18.
1918, *Principal*, Atchison County High School; Effingham, Kansas.

1918 H. G. Dibble, Pd.B., '98; M.A., '12.
1918, *Principal*, Gloversville High School; 108 Prospect St., Gloversville, New York.

1918 John C. Diehl, A.B., '87; A.M., '03.
1919, *Principal*, Academy High School; 510 Myrtle St., Erie, Pennsylvania.

1919 C. D. Donaldson.
Savanna, Illinois.

1920 H. S. Doolittle, A.B., '15.
1917, *Principal*, Saginaw Eastern High School; Saginaw, Michigan.

1919 James E. Downey, A.B., '97; A.M., '05.
1910, *Head Master*, High School of Commerce; Boston, Massachusetts.

1920 Otto F. Dubach, Ph.B., '98; Ph.M., '06.
1920, *Principal*, Central High School; Kansas City, Missouri.

1918 F. W. Dunlap.
Bradford, Illinois.

1916 E. J. Eaton, A.B., '04; A.M., '19.
1915, *Principal*, West High School, Des Moines, Iowa.

1918 Silas Echols, B.A., '05.
1915, *Principal*, High School; 612 Broadway, Mt. Vernon, Illinois.

1919 F. G. Edwards.
Virginia, Illinois.

1917 S. W. Ehrman, B. L., '96; A.M., '14.
1917, *Principal*, East High School; Minneapolis, Minnesota.

1918 Carlos B. Ellis.
1910, *Principal*, High School of Commerce; Springfield, Massachusetts.

1918 Frank S. Epsey.
1917, *Principal*, Roberts High School; *Superintendent* of Dist. No. 40; Roberts, Illinois.

1919 L. E. Etherton.
Kinmundy, Illinois.

1916 Charles D. Everett, A.B., '80; A.M., '93.
1893, *Principal*, North High School; Fourth and Dennison Ave., Columbus, Ohio.

1918 Chas. B. Fager Jr., A.M., '93; M.D., '93; Sc.D. '11.
1905, *Principal*, Technical High School; 2417 N. Front St., Harrisburg, Pennsylvania.

1919 D. B. Fager.
Palestine, Illinois.

1919 Elizabeth Faulkner, A.B., '85.
1909, *Principal*, The Faulkner School; 4746 Dorchester Ave., Chicago, Illinois.

1919 W. R. Feasley.
Downers Grove, Illinois.

1918 Beulah A. Fenimore, B. S., '16; F.R.S.
1917, *Principal*, Kensington High School; Cumberland and Amber Sts., Philadelphia, Pennsylvania.

1918 Ralph E. Files.
East Orange, New Jersey.

1918 F. H. Finley, B.S., '15.
1916, *Principal*, Sullivan Township High School; Sullivan, Illinois.

1919 J. W. Finley.
Vandalia, Illinois.

1919 C. A. Fisher, A.B., '10; M.A., '19.
1914, *Principal*, High School; Benton Harbor, Michigan.

1918 M. L. Flaningam, B.S., '04; A.M., '14.
1908, *Principal*, Urbana High School; Indiana Ave., Urbana, Illinois.

1917 Ira A. Flinner, Ph.B., '06; A.B., '11; A.M., '20.
1911, *Headmaster*, Huntington School for Boys; 316 Huntington Ave., Boston, Massachusetts.

1919 Lewis L. Forsythe, A.B., '04.
1917, *Principal*, Ann Arbor High School; 1314 Forest Ave., Ann Arbor, Michigan.

1919 L. M. Fort, B.A., '13.
1918, *Principal*, Mitchell High School; Mitchell, South Dakota.

1918 Charles W. French, A.B., '79, A.M., '82.
1917, *Principal*, Parker High School; 6800 Stewart Ave., Chicago, Illinois.

1917 V. K. Froula, A.B., '98.
1916, *Principal*, Broadway High School; 4760 Twenty-first St., N. E., Seattle, Washington.

1919 L. K. Fuller.
Greenup, Illinois.

1919 T. J. Fulton.
Grant Park, Illinois.

1916 L. A. Fulwider, A.B., '95; A.M., '05.
1904, *Principal*, High School; 34 Lincoln Avenue, Freeport, Illinois.

1918 H. H. Gadsby, A.B., '86; Ph.D., '92.
1895, *Principal*, Drury High School, North Adams, Massachusetts.

1918 Oscar C. Gallagher, A.B., A.M., '96.
1914, *Headmaster*, West Roxbury High School; Boston, Massachusetts.

1919 R. A. Garvin.
Bucyrus, Ohio.

1918 Charles H. Geise, A.B., '07; A.M., '11.
1915, *Principal*, Central High School; Crookston, Minnesota.

1918 Brother Gerald.
Kenrick Catholic Boy's High School, St. Louis, Missouri.

1916 Ronald P. Gleason, B.Sc., '87.
1905, *Principal*, Technical High School, Scranton, Pennsylvania.

1919 I. B. Gilbert, B.S., '95; M.S., '09.
1911, *Principal*, Union High School; Grand Rapids, Michigan.

1920 Julius Gilbert.
1918, *Principal*, High School; Beatrice, Nebraska.

1919 R. M. Girhard.
Oblong, Illinois.

1919 W. E. Givens.
McKinley High School; Honolulu, T. H.

1916 W. L. Goble, B.S., '01.
1905, *Principal*, Elgin High School, Elgin, Illinois.

1918 May Goodnue.
East High School; Des Moines, Iowa.

1919 W. A. Goodyear.
Bloomington, Illinois.

1917 Harry R. Gorrell, B.S., '06.
1909, *Principal*, Washington High School; Massillon, Ohio.

1918 Thomas Warrington Gosling, A.B., '94; A.M., '04, Ph.D., '11.
1918, *Supervisor* of Secondary Education, Madison, Wisconsin.

1916 John G. Graham, A.B., '09; A.M., '14.
1915, *Principal*, Huntington High School; Huntington, West Virginia.

1918 V. Blanche Graham, B.S., '94.
1910, *Principal*, High School; Naperville, Illinois.

1917 W. C. Graham.
Wilkinsburg, Pennsylvania.

1918 Porter Graves, A.B., '96.
1913, *Principal*, Manual Training High School; Kansas City, Missouri.

1918 Ellen M. Gregg.
Wheaton, Illinois.

1919 Emma S. Gregory, A.B., '17; A.M., '18.
1919, *Principal*, Maroa High School; Maroa, Illinois.
1918 W. I. Griffith, B.S.A., '99; M.D., '04.
1917, *Principal*, Benton High School; St. Joseph, Missouri.
1920 Julia Bell Griswold, A.B., '09; A.M., '15.
1917, *Principal*, Wellston High School; Wellston, St. Louis, Missouri.
1918 W. L. Hagan.
Monticello, Illinois.
1916 Avon S. Hall, A.B., '84.
1913, *Principal*, Medill High School; Chicago, Illinois.
1919 M. S. Hamm, A.B., '11.
1917, *Superintendent and Principal*, Lewiston Public Schools; Lewiston, Illinois.
1919 W. C. Handley,
Lincoln, Illinois.
1919 C. C. Hanna.
Mendota, Illinois.
1919 L. W. Hanna.
Centralia, Illinois.
1917 Roy F. Hannum, A.B., '07.
1919, *Principal*, High School; Ft. Dodge, Iowa.
1917 Richard F. Hargreaves.
*Principal*, Central High School; Minneapolis, Minnesota.
1920 W. P. Harley, A.B., '11; A.M., '15.
1913, *Superintendent* Public Schools, Mount Union, Pennsylvania.
1919 G. L. Harris.
1919, *Principal*, High School; Galesburg, Illinois.
1919 W. S. Harris.
Hillsboro, Illinois.
1919 Charles Hart.
*Principal*, Eastern High School; Washington, D. C.
1919 Walter W. Haviland, A.B., '93.
*Principal*, Friends' Select School; Philadelphia, Pennsylvania.
1919 R. J. Hecketsweiler,
Decatur, Illinois.
1919 Bertram A. Hedges, A.B., '16.
1919 *Superintendent*, La Harpe High School; La Harpe, Illinois.
1919 L. C. Hedrick.
Cropsey, Illinois.
1919 R. B. Henley.
Warren, Illinois.
1919 H. P. Hilbish.
Dixon, Illinois.
1917 Thomas Crawford Hill, A.B., '81.
1904, *Principal*, Christian Fenger High School; Chicago, Illinois.
1919 Mrs. Lulu Hill.
Greenup, Illinois.

1917 A. M. Hitch, A.B., '97; B.S., '07.
1907, *Principal*, Kemper Military School; Boonville, Missouri.

1919 Frederick St. J. Hitchcock.
1906, *Principal*, New London Vocational High School; New London, Connecticut.

1918 J. F. Hixson.
Webster Groves, Missouri.

1919 C. M. Hobart.
Benton High School; St. Joseph, Missouri.

1918 W. W. Hobbs
North High School; Minneapolis, Minnesota.

1917 Walter D. Hood, B.A., '94.
1908, *Principal*, The Gilbert School; Winsted, Connecticut.

1919 L. W. Hooker.
Colfax, Illinois.

1919 B. Q. Hoskinson.
Pinckneyville, Illinois.

1919 Ottis Haskinson, A.B., '00; A.M., '16.
1916, *Principal*, Wellington Township High School; Wellington, Illinois.

1919 H. W. Hosttler.
Olney, Illinois.

1919 G. E. Howard.
1918, *Superintendent*, Farina, Illinois.

1920 Harry Howells.
Raleigh, North Carolina.

1919 A. E. Hubbard.
Biggsville, Illinois.

1919 G. N. Hufford.
St. Charles, Illinois.

1918 H. D. Hughes, A.B., '08; A.M., '17.
1917, *Principal*, Hinsdale Township High School; Hindsale, Illinois.

1919 H. L. Husted, M. D., '09.
1919, *Principal*, Muscatine Senior and Junior High Schools; Muscatine, Iowa.

1919 Beulah Hutchins.
Greenup, Illinois.

1920 Clement C. Hyde, A.B., '92; L.H.D., '12.
1911, *Principal*, Hartford Public High School; Hartford, Connecticut.

1918 Mrs. Margaret Jewett.
Wheaton, Illinois.

1919 J. H. Johnson.
Glasford, Illinois.

1918 W. H. Johnson, A.B., '85, A.M., '91.
1903, *Professor of Education; Secretary of Appointments Committee,* University of Kansas, 704 W. Twelfth Street, Lawrence, Kansas.

1918 T. R. Johnston, B.S., '10.
1914, *Principal,* Community High School; Momence, Illinois.

1919 Arthur J. Jones, A.B., '93; Ph.D., '07.
1915, *Asst. Professor of Secondary Education;* School of Education, University of Pennsylvania, Philadelphia, Pennsylvania.

1918 Paul G. W. Keller, S.B., '01.
1909, *Principal,* Appleton High School; 531 Lawrence Court, Appleton, Wisconsin.

1919 Gilbert B. Ketcham, A.B., 1899.
1912, *Principal,* Missoula County High School; 813 Hilda St., Missoula, Montana.

1919 J. Kettery, A.B., '16.
1919, *Principal,* Long View Township High School; Long View, Illinois.

1919 C. H. Kingman.
Ottawa, Illinois.

1919 P. S. Kingsbury, B.S., '10; M.A., '16.
1917, *Principal,* High School; Springfield, Illinois.

1919 G. F. Kinzey.
East Peoria, Illinois.

1919 E. R. Kirby.
Leroy, Illinois.

1919 H. H. Kirkpatrick, A.B., '97.
1913, *Superintendent of Schools,* West Chicago City Schools; 9 Allen Ave., West Chicago, Illinois.

1920 Gerald W. Kirn, Ph.B., '09; M.A., '13.
1919, *Principal,* High School; Council Bluffs, Iowa.

1919 C. L. Kirschner, Ph.B., '90.
1911, *Principal,* New Haven High School; New Haven, Connecticut.

1919 H. E. Knarr.
Milford, Illinois.

1919 Earl L. Koehler, B.S., '17.
1919, *Principal,* Geneva High School; Geneva, Illinois.

1918 G. J. Koons, A.B., '12.
1918, *Superintendent of Schools, Principal* of Township High School; 922 North Chicago St., Pontiac, Illinois.

1920 Leonard V. Koos, A.B., '07; A.M., '15; Ph.D., '16.
1919, *Professor* of Secondary Education, University of Minnesota; Minneapolis, Minnesota.

1919 Richard E. Krug.
*Principal,* North Division High School, Milwaukee, Wisconsin.

1919 W. W. Krumsick, A.B., '13.
1919, *Principal,* Shelbyville High School, Shelbyville, Illinois.

1917 D. Lange, A.B., '09.
1916, *Principal*, Mechanic Arts High School; Central & Robert Sts., St. Paul, Minnesota.

1918 Arnold Lau, LL.B., '06; Ph.B., '18.
1918, *Principal*, High School; Rock Island, Illinois.

1920 H. W. Leach, B.S., '11.
1917, *Principal*, Marietta High School, Marietta, Ohio.

1918 J. R. E. Lee, B.A., '89; A.M., '94.
1915, *Principal*, Lincoln High School; Nineteenth Street & Tracy Ave., Kansas City, Missouri.

1919 S. E. Le Marr.
Abingdon, Illinois.

1919 J. E. Lemon.
Blue Island, Illinois.

1919 B. R. Lewis.
Bridgeport, Illinois.

1918 E. E. Lewis.
University High School, Iowa City, Iowa.

1916 William D. Lewis, A.B., '92; A.M., '95; Ph.D., '17.
1919, *Deputy Superintendent of Public Instruction;* Harrisburg, Pennsylvania.

1918 Sherman H. Littler, A.B., '11; A.M., '12.
1914, *Principal*, Coal City Township High School; Coal City, Illinois.

1919 E. H. Lomber, Ph.B., '03; Ph.M., '06.
1906, *Principal*, Canandaigua Academy, Canandaigua, New York.

1918 A. K. Loomis, A.B., '09; A.M., '17.
Sumner County High School; Wellington, Kansas.

1916 Hiram B. Loomis, A.B., '85; Ph.D., '90.
1905, *Principal*, Hyde Park High School; 6218 South Rockwell St., Chicago, Illinois.

1919 Lillian S. Lottinville.
Kempton, Illinois.

1919 O. H. Lowary, A.B., '02.
1910, *Principal*, High School; 207 W. South St., Painesville, Ohio.

1919 W. M. Loy.
Fisher, Illinois.

1919 John E. Lund.
Alexis, Illinois.

1916 Edmund D. Lyon, A.B., '02; Ped. D., '08.
1919, *Principal*, East Side High School; 5505 Arnsby Place, Cincinnati, Ohio.

1920 L. W. MacKennow.
Akron, Ohio.

1917 David MacKenzie.
*Principal*, Central High School, Detroit, Michigan.

1919 H. Mackenzie.
Genoa, Illinois.

1919 T. S. MacQuiddy, B.S., '03.
1907, High School *Principal and Superintendent*, Watsonville School District, 320 Palm Ave., Watsonville, California.

1919 L. B. Mann.
Earlville, Illinois.

1919 Fred L. Marshall.
Saunemin, Illinois.

1916 George Edward Marshall, A.B., '86.
1907, *Principal*, Davenport High School; Davenport, Iowa.

1916 J. E. Marshall, B.S., '01; M.A., '19.
1916, *Principal*, Central High School; 1696 Blair St., St. Paul, Minnesota.

1916 J. G. Masters, Ph.B., '12; A.M., '15.
1915, *Principal*, Central High School; Twentieth & Dodge Sts., Omaha, Nebraska.

1919 R. B. Mattern B.S., '93; M.S., '03.
1915, *Principal*, Scarborough High School; Scarborough On Hudson, New York.

1918 E. O. May, B.S., '11.
1919, *Superintendent*, Tuscola, Illinois.

1918 Mary H. Mayer.
High School for Girls, Reading, Pennsylvania.

1919 Arthur Raymond Mead, A.B., '09; A.M., '10; Ph.D., '17.
1913, *Professor of Education*, Ohio Wesleyan University, 448 North Sandusky Street, Delaware, Ohio.

1919 K. C. Merrick.
1918, *Principal*, Monmouth High School; Monmouth, Illinois.

1919 A. W. Merrill, A.B., '90.
1918, *Principal*, The North High School; Cor. Eighth St. & College Ave., Des Moines, Iowa.

1918 J. E. Midkiff.
330 East Twenty Second St., Chicago, Illinois.

1920 Armand R. Miller.
*Principal*, McKinley High School, St. Louis, Missouri.

1919 E. F. Miller, Ph.B.; Ph.M.
1911 *Principal* of Rayen High School; Corner Wick Avenue & Wood St., Youngstown, Ohio.

1919 Edwin J. Miller, Ph.B., '10.
1915, *Supervisor of Industrial Arts*, Elkhart City Schools; 2002 Prairie St., Elkhart, Indiana.

1916 Edwin L. Miller, A.M., '91.
1914, *Principal*, Northwestern High School; 50 Delaware Ave., Detroit, Michigan.

1916 Fred J. Miller, A.B., '05.
1913, *Principal*, East High School; 205 Independence Ave., Waterloo, Iowa.

1918 H. P. Miller.
*Principal*, Atlantic City High School; Atlantic City, New Jersey.

1919 F. C. Mitchell.
Classical High School; Lynn, Massachusetts.

1919 Isaac Mitchell.
1919, *Superintendent*, Public Schools; Homer, Illinois.

1920 George Orson Moore, A.B., '04; A.M., '09.
1919 *Principal*, Central High School; Erie, Pennsylvania.

1919 R. C. Moore.
1914, *Secretary*, Illinois State Teachers' Association; Carlinville, Illinois.

1919 Robert Moorhead.
Rockton, Illinois.

1919 Albert B. Morris, A.B., '11; A.M., '16.
1916, *Principal*, Township High School; Palatine Township High School; Palatine, Illinois.

1916 Frank L. Morse, A.B., '86; A.M., '89.
1908, *Principal*, Harrison Technical High School; 2850 Twenty-fourth St., Chicago, Illinois.

1919 Frank Purinton Morse, A.B., '90; A.M., '01.
1901, *Principal*, Revere High School, 8 Victoria St., Revere, Massachusetts.

1919 P. W. McAllister.
Lovington, Illinois.

1916 E. H. Kemper McComb, A.B., '95; A.M., '98.
1916, *Principal*, Emmerich Manual Training High School; South Meridian and Merrill Sts., Indianapolis, Indiana.

1917 Thomas J. McCormack, A.B., '84; A.M., '87; LL.B., '90; M.S., '19.
1903, *Principal*, LaSalle-Peru Township High School; 5th and Chartres Sts., LaSalle, Illinois.

1916 Joseph Stewart McCowan, Ph.B., '95; A.M., '00.
1916, *Principal*, High School; South Bend, Indiana.

1916 M. R. McDaniel, M.S., '05; A.M., '09.
1914, *Principal*, Oak Park and River Forest Township High School; 741 N. Oak Park Ave., Oak Park, Illinois.

1920 W. W. Mc Intire, Ph.B., '96; A.M., '12.
1903, *Principal*, Norwood High School; Norwood, Ohio.

1918 Mrs. N. C. McKinney, A.B., '03.
1918, *Principal*, Camargo School; Camargo, Illinois.

1919 Osceola McMear.
Secor, Illinois.

1919 J. C. McMillan.
Mazon, Illinois.

1919 J. H. McNeel, A.B., '00.
1913, *Principal*, Beloit High School; 217 St. Lawrence Ave., Beloit, Wisconsin.

1919 W. E. McVey, B.S., '16; A.M., '19.
1919, *Principal*, Thornton Township High School; Harvey, Illinois.

1917 L. N. McWhorter, B.A., '95.
1918, *Principal*, West High School; 3636 Portland Ave., Minneapolis, Minnesota.

1919 S. M. Nees, B.S., '82; M.A., (Hon.) '10.
1899, *Principal*, Montgomery County High School, 703 N. Tenth St., Independence, Kansas.

1920 Walter S. Nesmith.
1918, *Headmaster*, Nashua High School; Nashua, New Hampshire.

1919 Elmer S. Newton, A.B., '95; M.D., '05.
1915, *Principal*, Western High School; Washington, D. C.

1919 D. L. Nicholson.
Lincoln, Illinois.

1919 O. F. Nixon, A.B., '14.
1916, *Principal*, Fairfield High School; 306 East Washington St., Fairfield, Iowa.

1919 Mrs. Lucie M. Norris, A.B., '91.
1918, *Principal*, Saugus High School; Saugus, Massachusetts.

1918 Francis R. North, A.B., '97; A.M., '03.
1905, *Principal*, Paterson High School; Hamilton Place, Paterson, New Jersey.

1919 Charles M. Novak, A.B., '08, LL.B., '12, A.M., '15.
1915, *Principal*, Northeastern High School, Warren and Grandy Aves., Detroit, Michigan.

1916 E. P. Nutting, A.B., '02.
1905, *Principal*, Moline High School; 1840 Fourteenth Ave., Moline, Illinois.

1919 A. Edgar Nye, B.S., '06.
1919, *Principal*, Township High School; Coal City, Illinois.

1917 H. Allen Nye.
Colorado Springs, Colorado.

1919 E. E. Oberholtzer.
Tulsa, Oklahoma.

1917 F. H. Olney, A.B., '91.
1893, *Principal*, Lawrence High School; 815 Indiana St., Lawrence, Kansas.

1918 F. L. Orth, A.B., '00.
1917, *Principal*, New Castle High School; New Castle, Pennsylvania.

1918 L. G. Osborn, B.S., '12; A.B., '14; A.M., '18.
1918, *Principal*, High School and *Superintendent*, Grades. Neoga, Illinois.

1919 Raymond W. Osborne, B.A., '06; M.A., '08.
*Associate in Administration*, F. W. Parker School; Chicago, Illinois.

1919 Irving O. Palmer, A.B., '87; A.M., '90.
1910, *Principal*, Newton Technical High School; 30 Highland Ave., Newtonville, Massachusetts.

1916 L. S. Parmelee, B.S., '00.
1913, *Principal*, Flint High School; Corner Beach and Third Sts., Flint, Michigan.

1919 Emily C. Pennock.
Carthage Academy; Carthage, Illinois.

1917 Charles H. Perrine, Ph.B., '92.
1917, *Principal*, Wendell Phillips High School; 39th St., and Prairie Ave., Chicago, Illinois.

1917 Frank G. Pickell, '09; A.M., '17.
1917, *Principal*, Lincoln High School; 22 & J Sts., Lincoln, Nebraska.

1919 J. F. Pierce.
Metcalf, Illinois.

1919 E. O. Phares.
Wilmington, Illinois.

1917 Dwight E. Porter, A.B., '02.
1917, *Principal*, High School of Commerce; 913 N. Forty-ninth Ave., Omaha, Nebraska.

1917 John L. G. Pottorf, A.B., '03; M.E., '11; M.A., '11.
1907, *Principal*, McKinley High School; Canton, Ohio; 702 Thirteenth St., N. W., Canton, Ohio.

1917 John Rush Powell, B.A., '97; M.A., '99.
1909, *Principal*, Soldan High School; 918 Union Blvd., St. Louis, Missouri.

1919 William Prakken, A.B., '98; Ph.B., '00.
1915, *Principal*, Highland Park High School; 128 Glendale Ave., Highland Park, Wayne Co., Michigan.

1919 E. W. Powers.
Fairbury, Illinois.

1919 Ralph W. Pringle.
Principal, High School; Illinois Normal University, Normal, Illinois.

1917 Merle Prunty, A.B., '09.
1918, *Principal*, Central High School; 6th and Cincinnati, Tulsa, Oklahoma.

1920 James Rae.
Mason City, Iowa.

1919 F. O. Randall, M.Di., '97; A.M., '16.
1916, *Principal*, Flathead County High School; 704 Second Ave., W., Kalispell, Montana.

1919 J. E. Raibourne.
Eldorado, Illinois.

1919 L. W. Rayland.
Casey, Illinois.

1918 A. A. Rea, A.B., '13.
1917, *Principal*, West High School; 84 Blackhawk St., Aurora, Illinois.

1917 W. T. Ream, B.A., '94; M.A., '97.
1911, *Principal*, East High School; 608 S. Monroe Ave., Green Bay, Wisconsin.

1918 Thomas W. Records.
*Principal*, Garfield High School, Terre Haute, Indiana.

1916 Clayton E. Reed, A.B., '96; A.M., '99.
1917, *Principal*, South High School; 1745 Market St., Youngstown, Ohio.

1916 Ernest John Reed, A.B., '15.
1916, *Principal*, Adrian High School; 425 E. Front St., Adrian, Michigan.

1918 Joseph A. Reed, B.S., '06; A.M., '07.
1906, *Principal*, Franklin High School; Seattle, Washington.

1919 John C. Reeder, A.B., '17; A.M., '18.
1919, *Superintendent*, Dixon, Illinois.

1918 C. B. Reynolds.
*Principal*, Northeast High School, Kansas City, Missouri.

1917 Clarence T. Rice, B.A., '11; B.S. in Ed., '11; M.A., '18.
1919, *Principal*, Kansas City (Kansas) High School; Ninth and Minnesota, Kansas City, Kansas.

1916 W. B. Rice, A.B., '07.
1914, *Principal*, Ottumwa High School; Ottumwa, Iowa.

1918 B. C. Richardson, A.B., '93; A.M., '96.
1906, *Principal*, Theodore Roosevelt High School; 524 E. Seventh St., Alton, Illinois.

1919 Myron W. Richardson, A.B., '86.
1911, *Headmaster*, Girls High School; 67 Brooksdale Rd., Brighton, Massachusetts.

1919 P. O. Riley, B.A., '96, Ph.D., '02.
1918, *Superintendent*, Manteno High School, Manteno, Illinois.

1919 Will C. Robb.
Spring Valley, Illinois.

1918 George W. Robbins.
*Principal*, Emerson High School; West Hoboken, New York.

1916 George H. Rockwood, A.B., '79; A.M., '82.
1900, *Principal*, Austin High School; 5417 Fulton St., Chicago, Illinois.

1918 I. Lloyd Rogers, A.B., '04; LL.B., '14.
1917, *Principal*, Waukegan Township High School; Corner Glencock and Jackson Streets, Waukegan, Illinois.

1919 James N. Rule, B.S., '98; M.S., '01.
National Junior Red Cross; Washington, D. C.

1918 J. B. Russell, Wheaton, Illinois.

1916 Edward Rynearson, A.B., '93; A.M., '96; Pd.D., '19.
1912, *Principal*, Fifth Avenue High School, 1800 Fifth Ave., Pittsburgh, Pennsylvania.

1916 R. L. Sandwick.
*Principal*, Deerfield-Shields Township High School, Highland Park, Illinois.

1919 R. G. Sayre.
Edwardsville, Illinois.

1919 H. Galen Schmidt, A.B., '02; B.S., '07; A.M., '10.
1915, *Principal*, The Township High School; Belleville, Illinois.

1918 Parke Schoch, A.B., '88; A.M., '91.
1912, *Principal*, West Philadelphia High School for Girls; Forty-seventh & Walnut Sts., Philadelphia, Pennsylvania.

1918 H. M. Schwartz.
Ilion High School, Ilion, New York.

1919 Ava M. Seedorff.
Sheldon, Illinois.

1916 Walter E. Severance, A.B., '95; A.M., '02.
1918, *Principal*, Central High School; Harrisburg, Pennsylvania.

1919 George P. Shanley, A.B., '04; A.M., '06.
1918, *Principal*, St. Ignatius High School; 1076 Roosevelt Road, W., Chicago, Illinois.

1919 T. F. Shaw.
Edinburg, Illinois.

1919 Edith P. Shepherd, B.S., '12.
1917, *Principal*, Batavia High School; Batavia, Illinois.

1919 J. W. Shideler, Ph.B., '09.
1918, *Principal*, Crawford County High School, Cherokee, Kansas.

1917 William F. Shirley, A.B., '07.
1919, *Principal*, Sioux City High School; Sioux City, Iowa.

1920 David P. Simpson, A.B., '92; A.M., '95; LL.B., '09.
1911, *Principal*, West High School; Cleveland, Ohio.

1920 Avery W. Skinner, A.B., '92.
1909, State Educational Department; Albany, New York.

1919 Louis Palmer Slade, A.B., '93; A.M., '97.
1913, *Principal*, Public High School; New Britain, Connecticut.

1919 Augustus Henry Smith, A.B., '04.
1917, *Principal*, Howard High School; West Bridgewater, Massachusetts.

1917 Bella B. Smith.
Connellsville, Pennsylvania.

1919 C. M. Smith.
Effingham, Illinois.

1918 L. C. Smith.
Chenoa, Illinois.

1916 Lewis Wilbur Smith, A.B., '02; A.M., '13; Ph.D., '19.
1919, *Principal*, Joliet Township High School; Joliet, Illinois.

1919 J. A. Smothers.
Rossville, Illinois.

1919 J. F. Snodgrass.
Alpha, Illinois.

1918 George Alvin Snook, A.B., '02.
1915, *Principal*, Frankford High School; Frankford, Philadelphia, Pennsylvania.

1919 Morton Snyder.
1919, *Principal*, The University High School; The University of Chicago, Chicago, Illinois.

1916 William H. Snyder, A.B., '85; A.M., '88; D. Sc., '08.
1908, *Principal*, Hollywood High School, 1521 Highland Ave., Los Angeles, California.

1919 W. L. Spencer, B.A., '02; M.A., '15.
1918, *High School Inspector*, State Department of Public Instruction, Bowling Green, Ohio.

1916 W. R. Spurrier, A.B., '01.
1912, *Principal*, Princeton Township High School; 1013 So. Church St., Princeton, Illinois.

1919 W. M. Stacy.
Shirley, Illinois.

1919 Frank W. Stahl.
*Principal*, Bowen High School; Chicago, Illinois.

1918 Wayland E. Stearns, A.B., '85; A.M., '94.
1899, *Principal*, Barringer High School; Sixth Ave., Ridge & Parker Sts., Newark, New Jersey.

1916 H. T. Steeper, A.B., '09.
1918, *Principal*, Great Falls High School; 113 Fifteenth St., Great Falls, Montana.

1917 A. J. Steffey, A.B., '14.
1916, *Principal*, Ames High School; 1117 Duff Ave., Ames, Iowa.

1919 E. G. Stevens, B. Ed., '16.
1917, *Principal*, Rantoul Township High School; *Superintendent*, Rantoul Schools; Rantoul, Illinois.

1916 Fred G. Stevenson, A.B., '08.
1917, *Principal*, Dubuque High School; 1564 Iowa St., Dubuque, Iowa.

1919 John Alford Stevenson, A.B., '08; A.M., '12; Ph.D., '18.
*Ass't Prof. of Education, Director of Summer Session*, University of Illinois, Room 203, University Hall, Urbana, Illinois.

1919 John L. Stewart, B. Sc., '13.
1918, *Principal*, Parkersburg High School; 1713 Latrobe Street, Parkersburg, West Virginia.

1920 William Earle Stilwell, A.B., '01; A.M., '03.
1903, *Headmaster*, University School; Cincinnati, Ohio.

1920 Leroy V. Stockard, B.A., '11; M.A., '19.
1917, *Principal*, Austin High School; Austin, Texas.

1918 Charles T. Stone, A.B., '96.
1915, *Principal*, New Brunswick High School; New Brunswick, New Jersey.

1918 H. C. Storm, A.B., '05; A.M., '15.
*Superintendent*, Batavia Public Schools; 78 North Batavia Avenue, Batavia, Illinois.

1918 Solomon C. Strong.
West Orange, New Jersey.

1919 J. G. Stull.
Du Quoin, Illinois.

1919 Walter C. Suft, Ph.B.
1916, *Principal*, Pawnee Township High School; Pawnee, Illinois.

1919 O. M. Swank, A.B., '07.
1919, *Principal*, Anna-Jonesboro Community High School; Anna, Illinois.

1916 J. L. Thalman, A.B., '00; A.M., '10.
1917, *Principal*, Proviso Township High School; First Ave. & Madison St., Maywood, Illinois.

1919 John W. Thalman, A.B., '00.
1918, *Principal*, Central High School and Junior College; Thirteenth and Olive Sts., St. Joseph, Missouri.

1919 Paul K. Theobald.
Clinton, Illinois.

1920 M. Smith Thomas.
1919, *Principal*, Hutchinson Central High School; Buffalo, New York.

1918 C.W. Thompson, Ph.B., '96.
1913, *Principal*, Carbon County High School; Red Lodge, Montana.

1919 Willis Thomson, A.B., '18.
1919, *Principal*, Woodstock High School; Woodstock, Illinois.

1918 Zenos C. Thornburg.
Des Moines, Iowa.

1917 K. K. Tibbetts, A.B., '10.
1918, *Superintendent*, Independent Schools Dist. No. 18; 311 Minnesota Ave., Gilbert, Minnesota.

1920 E. W. Tiffany, A.B., '05.
1916, *Principal*, High School; Springfield, Ohio.

1919 O. G. Treadway.
McHenry, Illinois.

1919 Eloise Trèmain, B.A., '04.
1918, *Principal*, Ferry Hall, Lake Forest, Illinois.

1917 George N. Tremper, A.B., '01.
1911, *Principal*, Kenosha High School; 726 S. Exchange St., Kenosha, Wisconsin.

1919 H. D. Trimble.
1917, *Assistant Principal*, Decatur High School; Decatur, Illinois.

1919 J. H. Trinkle.
Newman, Illinois.

1919 Eston V. Tubbs, A.B., '09, A.M., '10.
1919, *Principal*, New Trier Township High School; Kenilworth, Illinois.

1917 L. T. Turpin.
Crawfordsville, Indiana.

1919 M. S. Vance.
Oblong, Illinois.

1919 R. P. Vaughn.
Elyria, Ohio.

1919 Cosmos C. Veseley.
St. Procopius Academy; Lisle, Illinois.

1916 Clifford Gilbert Wade, B.S., '96; M.A., '15.
1913, *Principal*, Superior High School; 793 W. Fourth St., Superior, Wisconsin.

1919 A. B. Wainscott.
Patoka, Illinois.

1917 Karl Douglas Waldo, A.B., '06, A.M., '14.
1914, *Principal*, East High School; 24 Hickory Ave., Aurora, Illinois.

1920 W. D. Waldrip, A.B., '03.
1916, *Principal*, Streator Township High School; Streator, Illinois.

1916 M. H. Walrath, A.B., '89; M.A., '92.
1897, *Principal*, Troy High School; 16 Locust Ave., Troy, New York.

1919 Albert Walker.
Arthur, Illinois.

1920 Charles Burton Walsh, A.B., '06.
1919, *Principal*, Friends' Central School; Philadelphia, Pennsylvania.

1918 George A. Walton, A.B., '04; A.M., '07.
1912, *Principal*, George School; George School, Pennsylvania.

1918 Fred U. Ward, A.B., '00; A.M., '08.
1910, *Principal*, Taunton High School; Corner Washington and North Pleasant Sts., Taunton, Massachusetts.

1918 L. C. Ward, A.B., '03.
1915, *Principal*, Fort Wayne High School; Fort Wayne, Indiana.

1918 William H. W. Wasson, A.B., '14.
1918, *Superintendent*, Public Schools; 207 Main St., Sparta, Illinois.

1918 P. M. Watson, A.B., '14; A.M., '19.
1918, *Principal*, Robinson Township High School; 704 N. Cross St., Robinson, Illinois.

1918 Herbert S. Weaver.
High School of Practical Arts, Boston, Massachusetts.

1916 Ferris E. Webb, B.A., '11.
1919, *Principal*, Globe High School; 781 Maple St., Globe, Arizona.

1919 Maud Webster.
Sandwich, Illinois.

1916 David E. Weglein, A.B., '97; A.M., '12; Ph.D., '16.
1906, *Principal*, Western High School; Lafayette Ave. and McCulloh St., Baltimore, Maryland.

1919 George B. Weisiger.
Oakwood, Illinois.

1917 J. F. Wellemeyer, A.B., '06; M.A., '14.
1917, *Principal*, Quincy Senior High School; 1208 Jersey St., Quincy, Illinois.

1916 Dora Wells, B.A., '84; M.A., '97.
1911, *Principal*, Lucy L. Flower Technical High School; 6059 Wabash Ave., Chicago, Illinois.

1917 Wm. A. Wetzel, A.B., '91; Ph.D., '95.
1901, *Principal*, High & Junior Schools; 12 Belmont Circle, Trenton, New Jersey.

1917 C. W. Whitten, A.B., '06.
1916, *Principal*, De Kalb Township High School; Box 479, De Kalb, Illinois.

1916 William Wiener, A.B., '88; A.M., '89; Ph.B., '91.
1912, *Principal*, Central Commercial & Manual Training High School, Newark, New Jersey.

1920 Joseph A. Wiggin, A.B., '09.
1916, *Headmaster*, Richards High School; Newport, New Hampshire.

1917 Alvin S. Wight, A.B., Ped.B., '11.
1916, *Principal*, Newton High School, Newton, Kansas.

1919 M. P. Wilkins.
Roseville, Illinois.

1916 Gilbert H. Wilkinson, Ph.B., '98; A.M., '07.
1913, *Principal*, Lyons Township High School; Brainard Ave., La Grange, Illinois.

1919 H. D. Willard.
1919, *Superintendent*, Plainfield, Illinois.

1916 G. W. Willett, A.B., '08; A.M., '14.
1914, *Principal*, Hibbing Six Year H. S. & Junior College; Hibbing, Minnesota.

1920 Frank L. Williams, A.B., '89; A.M., '07.
1908, Sumner High School; St. Louis, Missouri.

1919 R. J. Williams.
Danvers, Illinois.

1920 Edward C. Wilson. B.S., '91.
1903, *Principal*, Friends School; Baltimore, Maryland.

1919 Emery M. Wilson.
*Principal*, Central High School; Washington, D. C.

1919 F. A. Wilson.
1919, *Principal*, Frankfort Community High School; West Frankfort, Illinois.

1919 Guy C. Wilson, B.Pd., '00.
1915, *President*, Latter Day Saints' High School; Salt Lake City, Utah.

1918 Mrs. Lucy L. W. Wilson, Ph.D., '97.
1916, *Principal*, South Philadelphia High School for Girls; 2101 S. Broad St., Philadelphia, Penn.

1918 Walter C. Wilson, B.S., '04.
1917, *Principal*, Pasadena High School, Pasadena, California.

1919 W. W. Wirtz.
Canton, Illinois.

1916 O. H. Wingfield, A.B., '99.
1908, *Principal*, Central High School; Corner West and Griffith, Jackson, Mississippi.

1916 John E. Witmer, A.B., '94.
1918, *Principal*, City High School; 407 So. Poplar Ave., Kankakee, Illinois.

1920 Mary Wittler.
3203 Sycamore Road, Cleveland, Ohio.

1919 O. H. Worley.
Ridgefarm, Illinois.

1916 Leonard Young, A.B., '98.
1910, *Principal*, Central High School; Lake Ave. & Second St., Duluth, Minnesota.

1918 Ross Newman Young, A.B., '12.
1916, *Principal*, Stillwater High School; 1018 South Second Street, Stillwater, Minnesota.

1919 Edward Cornell Zabriskie, A.M.
1915, *Principal*, Washington Irving High School; 40 Irving Place, New York, New York.

## Institutions

Dartmouth College Library
Hanover, New Hampshire.
*Librarian*, N. L. Goodrich.

The University Libraries
The University of Chicago, Chicago, Illinois.

Indiana University Library
Bloomington, Indiana.
*President*, William Lowe Bryan.
*Librarian*, W. E. Jenkins.

Los Angeles Public Library
Los Angeles, California.

State Library—Albany, New York
*Director*, J. Q. Wyer, Jr.

Oahu College Library
Honolulu, Hawaii.
*President*, Arthur Floyd Griffiths.
*Librarian*, Mabel M. Hawthorne.

Ohio Wesleyan University Library
Delaware, Ohio.
*President*, John W. Hoffman.
*Librarian*, Russell B. Miller.

Teachers College Library—Columbia University, New York.
*President*, Nicholas Murray Butler.
*Acting Librarian*, William H. Carpenter.

## THIRD ANNUAL MEETING OF THE ASSOCIATION

The third annual meeting of the National Association of Secondary School Principals was held at Chicago, Illinois, Monday and Tuesday, February 24 and 25, 1919.

### *FIRST SESSION*

The first session, Monday, February 24, 1919, was called to order in the Pine Room of the Stratford Hotel, at 2:00 P.M., by the President, Principal William D. Lewis, William Penn High School for Girls, Philadelphia.

The President gave the third annual address, as follows:

## THE PRESIDENT'S ADDRESS

### STUDENT PARTICIPATORS IN SCHOOL ORGANIZATION AND GOVERNMENT AS A TRAINING IN DEMOCRACY

WILLIAM D. LEWIS

As principals we have lately been asking ourselves and our faculties a significant question, "Why are you doing it?" The attitude of mind that demands a satisfactory answer to this question is typical of the revolt against stupid traditions that is vitalizing the social thinking of the new era. The five great institutions through which men carry on the co-operative processes of society—the home, the school, the church, the state, and industry—must answer this question, and those practices that can not justify their existence in an intelligent democracy must give way to practices which can justify themselves. Where Bourbon conservatism and Junker selfishness perpetuate ancient abuses they pay the price that Bourbonism and Junkerdom have always paid since men began to learn the lessons of democracy. I say, "pay the price" because it is fruitless to hope that Bourbonism and Junkerdom will ever learn. They never have.

They will continue to welcome home their disarmed and shattered columns of unbeaten heroes and mumble their shibboleths of a dead past at the portals of a future they can not understand.

Let me illustrate. The changes in the program of studies in secondary schools has been one long battle between tradition and progress. As we have applied the vital question, "why are you doing it," science has come into academic respectability; the study of English, after a long conflict with a bad inheritance of stupid method, ill-conceived aims, and unsuitable content from Latin and Greek, has begun to serve its true purpose; the cultural and practical value of music, drawing, and the manual and household arts has been established; the primary importance of right physical habits and morals is coming to be recognized; history is at last freeing itself from its chronological Old-man-of-the-sea, and the social sciences promise to be recognized as an essential element in the mental equipment for intelligent citizenship in a democracy.

Let us apply this question for a moment to the institution for which we as principals are responsible. Why does the community I serve spend about one-fourth of its school funds for one-tenth of its boys and girls? Undoubtedly our secondary schools are teaching some subjects essential to the life and progress of our communities. Unquestionably it is essential to a democratic social order that instruction in these subjects shall be free to all the young people who can profit by them, in order that our leadership may be constantly replenished by fresh acquisitions from all social and economic groups. But I think you will agree that there is another and larger reason for the existence of the American Secondary School in the absolute necessity for a great mass of intelligent leaders and followers, both alike imbued with the habits and ideals of democracy.

Germany had highly educated leaders, trained in the ideals and habits of leadership in an autocracy, and she had the largest mass of the most obedient followers the world has ever seen. She fell because her Bourbon traditions were accepted by nearly all of her leaders and by a great majority of her followers. This acceptance of bad traditions made both leaders and followers incapable of understanding the ideals of an increasingly democratic world.

In bearing the responsibility for this institution of democracy, therefore, it is ours to devise means by which we may develop the habits of thought and action which will best prepare our youth to solve the problems of democracy. Our work divides naturally into

two elements: the formal instruction involved in the program of studies and its administration on the one hand, and on the other the mechanical organization of the school and its conduct as a social institution, including its discipline.

The former phase of our work corresponds in the life of the pupil to his job or his industrial relation with the world; the latter corresponds with his relations with his kind as an individual. As he mingles with his kind in the home and church, in the club, and in varied social organizations, so he forms his personal adjustments in the school. As he obeys the laws of the city, state, and nation, and is recognized as a law-abiding citizen, or as he breaks the laws and cleverly escapes or is justly punished, so he forms his habit of thinking and feeling in relation to the school. Perhaps most important of all is his attitude, individually and collectively, toward organized society as represented in the institution which touches his life most nearly of all except the home.

The adolescent is a creature of emotion even more than you and I. Yet with all our education, probably every one of us can find some occasion within this last year of sober, balanced middle age when a slight over-charge that was really negligible called forth an angry protest against extortion. Shall we be surprised, then, if the inexperience and intolerence of youth condemn without reserve the man or the institution responsible for what he fancies is an injustice. To appeal to your own experience, can you find in your mental rogues' gallery some respectable pedagogue of your adolescent years? Have you not even vowed physical vengeance on some teacher whose brief authority played fantastic tricks before high heaven. You and I may be content with our often undeserved places in these rogues' galleries; fortunately the vows of physical retribution are seldom fulfilled, but the important consideration is—What are these photographs and vows doing for the citizenship of our pupils? How are our pupils' habits of thinking and feeling toward the school unconsciously shaping their habits of thinking and feeling toward organized society?

The more-or-less open warfare between the official school organization and the student body is doubtless largely vanishing. A better understanding of the adolescent has in a majority of high schools brought a spirit of mutual co-operation and helpfulness. This, however, is not enough. It is probably true that Kaiser Wilhelm II was fairly popular. Certainly, personal reverence for "Father Franz" Joseph long stood in the way of unscrambling the polyglot

mess called Austria-Hungary. A benevolent despot in a municipal office may be only the more effectively developing the habits appropriate to a despotism because of his benevolence. Its very benevolence makes the despotism attractive. He does things for his constituents that they can not do for themselves. The grocery order for the needy family, the receipted rent bill, the public or private job for cousin Tom, the protected house of prostitution, the public contractor's immunity for the dirty street he is paid to clean, the grabbed franchise, and the snake or joker in an act of legislature are all parts of the benevolent-despot system. One of the purposes of our institution of democratic enlightenment is to put the benevolent despot out of business. However successful we may be in constructing a good teaching machine and in running a well-ordered school, we are not developing the habits of thought and feeling essential to citizenship in a democracy unless in a definite and conscious way we are making our schools laboratories of democracy.

The trouble with the discipline and administration based solely on the personality of the principal or teacher is that it develops the wrong kind of loyalty—loyalty to a person. This is precisely the basis of an autocratic social order. It is the loyalty that has made kingship possible; it is the loyalty that is cursing American cities with gang politics; it is a loyalty based on the idea of securing a personal advantage, essentially like the gold or silver coin thrown by a generous king among a mob to be scrambled for. Where else can American democracy correct this very human weakness; where else can it teach an understanding of the ideal of equal opportunity than in its public schools? Where else can it reach so large a number of those who must shape the intelligent sentiment of the community as in the high schools?

Here the two phrases of our work must co-ordinate. Whether our pupils shall be able to develop the value of *pi*, explain Boyle's law, or conjugate *sum* is of no particular public interest.

That they shall understand community relations, that they shall see clearly how the hand-out system of party bossism injures them personally, and that they shall go out as individually responsible soldiers of our democracy, not often, thank God, to die for democracy but always to live for democracy, is absolutely necessary if we are to build a democracy here that shall preserve us as an example to lead the nations of the world into a new understanding of the faith that is in us. For this purpose we need a large requirement of

the social sciences in every curriculum we offer. We must get away from the superstitions left us by an essentially aristocratic education, and leave the ancient classics and higher mathematics to be chosen by those who can profit by them. Some surely need mathematics; a few should learn to think in the modern foreign languages. These traditional studies will take care of themselves, but we must work out a method and a content for the study of the social sciences that shall give an understanding of the principles of democracy to every boy and girl that goes through an American high school.

The school must show our sons and daughters how inextricably their happiness is bound up with the happiness and prosperity of the race; how directly and personally every question of labor and capital, of public utilities, of community service, of honest government touches their daily lives and determines the food they eat, the water they drink, the clothing they wear, their chance to earn an honest dollar, and the value of the dollar after it is in their pockets.

Shall we not then build on the understanding and principles which will come from these social studies, and add their practical application in the management of our daily problems of administration and discipline? Shall we not be glad to transform our pupils' loyalty to us, personally, into a loyalty to the principles so taught? Shall we not in the daily adjustments of the second, or administrative phase of our work so teach those democratic principles of social co-operation that our young people shall be converted both intellectually and emotionally to the principles of democracy, and go out as missionaries of the faith that we believe promises the social salvation of a bleeding world?

The American high school is almost ideally conceived for the process of learning to live democracy by living it. It represents all classes, sects, and occupations; yet it is more nearly homogeneous than the groups it represents because the group-traditions and prejudices have not become so firmly fixed. The aims of its citizens are harmonious and not mutually exclusive. Perhaps most important of all, it offers a variety of perfectly natural problems in co-operation that are of inevitable interest. It offers an opportunity for like-minded groups to work together. The shifting interest of the adolescent naturally will direct him during his course into several of these groups and thus broaden his sympathy. In all of these activities he can look to the school as the object of his loyalty and patriotism, and develop his sense of responsibility and his personal

attainment through sacrifice for a genuine institution for human betterment.

Will you agree with me, then, that the most important reason for the great expense of the high school is to provide for our democracy a large group of intelligent leaders and a mass of intelligent followers; that the intellectual and emotional attitude of our pupils toward the school is important in shaping their attitude toward organized society; that loyalty to person is aristocratic and loyalty to principle democratic; and that the secondary school is well suited for developing the intellectual and emotional habits of democracy by living democracy? If you agree thus far, you are ready to consider certain principles that should be applied in introducing practical democracy in the daily affairs of school.

Probably all of us have dealt with people enough to learn that a frank understanding of principles and aims is essential to any successful co-operation. Some instances of failure of so-called self-government schemes because of lack of this understanding have come to my attention. I believe that it is of prime importance that a student body should understand that they are sharing responsibilities formerly assumed by the faculty because they are living in a democracy, and because they need experience in co-operative democratic action. They should understand that the democratic organization is not a mere device for relieving the faculty or of handling details. Often schemes of student government have been inaugurated like the welcome given to Dr. Winship and Supt. Maxwell in a school in Syracuse, N. Y.

A grammar school principal noted chiefly as a combination of soft soap and hurrah-boys felt the responsibility of honoring some distinguished visitors. She said to a group of her pupils, "now boys and girls, here is our dear-r Superintendent and here is Dr. Winship, who has visited millions of boys and girls and talked to hundreds of thousands of teachers, and here is Dr. Maxwell the gr-reat superintendent of the gr-reatest city in America. How many of you are delighted to see these gr-reat men?"

Of course the hands shot up in unanimous welcome.

"Just a moment," interposed the Superintendent. "How many of you would be de-lighted to see all these gr-reat gentlemen hanged?"

Again the vote was unanimous.

Probably it is better not to begin with a formal organization. Indeed the machinery is of comparatively slight importance. The

best system will bring disaster if the spirit is not right. It may even develop into a training school for machine politicians as subversive to public morals as was Fagin's to private virtue.

Beginning, however, with a school well in hand, it is comparatively easy to introduce student participation in the responsibilities of discipline. The habitual appeal to the better instincts of a class when a teacher is absent is one easy approach that is familiar to all. The appointment of a student who is a real leader to take charge of the assembly or to arrange certain details for graduation or for a school function, or an invitation to students by classes or groups to elect representatives to co-operate with the faculty for certain ends will prepare the way for the gradual assumption of certain functions of discipline by the students. The moment that some of these co-operative activities are successful is the one for further extension of the plan. We have succeeded in this. Can we do the next thing?" Such an appeal is sure of a hearty and genuine response. "Is it safe for the school to remove teachers from police duty in corridors, lunch room, assembly, and study hall?" Any student body that is permeated by a wholesome community spirit will instantly assure the principal that it is. This does not mean that all of these responsibilities should be thrown upon the pupils at once, nor that the principal should start such a system and then leave it to run itself. A much better plan would be to take one problem, for example the lunch room, and see how well the students can manage it. "Men and women are accustomed to eat without police surveillance. Eating is a social function, where we meet our friends without restraint. Suppose we as a school assume full responsibility for the order in the lunch room and for the appearance of the room after we have finished." When one such responsibility is satisfactorily met, another should be assumed if possible. The spirit of co-operation, like a muscle, gains strength by exercise. The power of public opinion is much more compelling than any rules than can be made. If the sentiment of the school is overwhelmingly in favor of right action, there are few boys or girls who will stand against it.

Nothing does more to focalize this wholesome public sentiment than a sense of students and faculty working together for a common end. As the student government develops, a representative organization becomes necessary. Problems of evident importance to the school should be freely discussed by this body, and there should be ample opportunity for the representatives to carry back to their

respective groups the ideas of the central body. The attitude of mind that sets a whole student body to discussing such a problem as "how can we eliminate unnecessary tardiness," is in itself most wholesome and will go far toward securing the desired result.

As a test of the efficiency of such a system a principal directed all teachers to be five minutes late in reaching their second period classes March 15, 1917. There had been absolutely no drill and no formal organization for providing for the absence of teachers. No warning was given to the pupils. Teachers were instructed to report the conditions they found in their classes immediately to the office under one of the following numbers:

1. A pupil in charge and the lesson in progress.
2. General discussion of the lessons; no one in charge.
3. Pupils orderly but not discussing the lesson.
4. Pupils in disorder.

The result was

| | | | |
|---|---|---|---|
| No. 1. | A pupil in charge and the lesson in progress | 33 | classes |
| No. 2. | General discussions of the lessons; no one in charge | 3 | " |
| No. 3. | Pupils orderly but not discussing the lesson | 10 | " |
| No. 4. | Pupils in disorder | 1 | " |

You are familiar with the report of the day a Los Angeles High School ran without any teachers. Hundreds of cases could be cited showing the efficient conduct of corridors, study halls, and lunch rooms by this principle. Doubtless most of us are applying it to a greater or less degree.

In all this the relations to the larger democracy must be clearly understood. The principal is responsible to the school board which in turn is responsible to the community. He, and not the student organization must answer for everything under the roof of the school. This implies authority which he must not abrogate. He must always be ready to veto the action of the student organization or to supersede it in any particular case. If he has his school well in hand he will seldom if ever find such action necessary. It is, however, a part of any adequate teaching of democracy to have the student body recognize this authority and the reasons for it, and I believe it is supremely important that principal and teachers recognize student participation as a principle underlying proper training in democratic thought, feeling, and action and not as a device for getting desirable results.

The community is supporting our schools that we may turn out better citizens of a democracy. We are emphasizing physical health, vocational efficiency, worthy use of leisure, ethical character, and other elements that were formerly omitted or only vaguely implied as objectives of education. But health of the spirit and loyalty to the principles of our social order are essential to our personal happiness and our national safety. We have learned that instruction to be effective must pass over into habit, and that the emotions as well as the intellect must be trained. The textbook, therefore, is more and more becoming a laboratory manual; the incorrigible "lecturer" in high school is being asked to go and sell life insurance. In short, we are learning by doing. The burden of my contention is that we apply these principles in our administration, and answer the question, "Why have high schools?" by making our schools laboratories of democracy.

Mr. Clarence D. Kingsley, State High School Supervisor of Massachusetts, made a "Presentation of Certain Features in the Report on Cardinal Principles of Secondary Education."

## CERTAIN FEATURES IN THE REPORT ON CARDINAL PRINCIPLES OF SECONDARY EDUCATION

CLARENCE D. KINGSLEY,
STATE HIGH SCHOOL SUPERVISOR, MASSACHUSETTS

Is there need today for a concise statement of the underlying principles which should guide the reorganization and development of secondary education? It is the hope of the Commission on the Reorganization of Secondary Education that it has succeeded in making such a statement in its report entitled "Cardinal Principles of Secondary Education"[1] and it is the further hope of the Commission that this report may so commend itself to administrators and teachers as to receive serious study and consideration. While the report occupies only thirty pages it deals with many problems. I shall confine my remarks to four of them, namely, admission to high school, the objectives of education, the supplementary character of specialization and unification, and part-time education.

[1] See Bulletin, 1918, No. 35, of Bureau of Education. On sale by Superintendent of Documents, Washington, D. C. 5c a copy. In lots of 50 or more, 3c a copy.

The junior high school is now so well established in educational theory that it will occasion no surprise when I say that the Commission in 1913 decided to regard secondary education as beginning with the seventh school year. In order, however, that all pupils who need what the secondary school has to offer may share in its advantages, the Commission recommends "that the secondary school admit and provide suitable instruction for all pupils who are in any respect so mature that they would derive greater benefit from the secondary school than from the elementary school." This recommendation is based upon the fact that many pupils now held back in the fifth and sixth grades by rigid academic requirements need the contact with pupils of their own age and the varied provisions which the junior high school can make for them. The adoption of this recommendation would benefit both the elementary school and many over-age pupils thus promoted.

To the problem of selecting and defining the objectives of education the Commission has devoted much attention. The all-inclusive function of education is that of preparing the individual for worthy living in democratic society. In a broad sense this may be summed up by the term "Citizenship" but the single term is not sufficient to guide and direct the efforts of the schools. Consequently the Commission sets forth the following seven as the main objectives of education:

Health
Command of Fundamental Processes
Worthy Home-Membership
Vocation
Citizenship
Worthy Use of Leisure
Ethical Character

All these seven objectives are indispensable to "citizenship" in the broadest term. They are useful for three purpose.

First: In determining the aims, methods, and content of the various subjects of study.

Second: As a basis for criticizing the various differentiated curriculums, and

Third: As indicating certain functions for which specific provision should be made in the administration of the school.

The Reviewing Committee has already found that these objectives are a direct help in criticizing reports on the various subjects of study. We believe that teachers will, to the extent to which they reorganize

their educational thinking, find that these objectives assist in directing their instruction toward ends of far greater value in the education of young people. Any curriculum in which any of these objectives is ignored or given slight attention needs to be seriously reconsidered in order that the education of boys and girls pursuing that curriculum may not be seriously defective. With regard to the organization of the school these objectives suggest the desirability of forming a principal's council, each member of which shall be specifically charged with the duty of making the school more effective in the achievement of a particular objective. Such a council in a large school might include a health director, a citizenship director, a director of vocational and educational guidance, directors of the various curriculums including a director of college preparation, and a director of social or leisure activities. In some schools it may be found more feasible to appoint committees for each of these purposes.

The suggestion for a principal's council is based upon the idea that the majority of administrators tend to become absorbed in certain aspects, as it is practically impossible to keep all phases of the school's work in view at one time. It is of course not intended that the council or the committees should in any way lessen the ultimate responsibility of the principal but that with the aid of a council or committees the principal may be able to develop all aspects of secondary education.

The third problem to which I would call your attention is that of the supplementary character of the specializing and unifying functions of secondary education. Without specialization in a democracy there can be no progress. On the other hand the permanence of democratic society depends upon the development of those common ideas, common ideals, and common modes of thought, feeling and action that make for co-operation, social cohesion, and social solidarity. Consequently the secondary school must consciously aim to be effective both as an agency of specialization and as an agency of unification. The supplementary character of these functions leads the Commission to state that the greater the differentiation in studies the more important becomes the social mingling of pupils pursuing the different curriculums. This leads at once to a consideration of the type of secondary school best adapted to the needs of democratic society. The Commission takes the position that the junior high school must be of the comprehensive type from the very nature of its function in helping pupils to explore their aptitudes in various

lines and that the comprehensive high school should remain the standard type for senior high schools.

The strongest argument ordinarily presented for the comprehensive school as distinguished from specialized schools is that the comprehensive school tends to prevent social stratification. This report, however, goes further and points out the advantages to both pupils and teachers that come through association with persons engaged in lines of activity other than their own. It also shows that the comprehensive school can be more effective in vocational education in view of the fact that one of the factors of efficiency of any particular type of education is the degree to which it is given to those persons who need that particular type of education. Wise selection of curriculum and readjustments in choice, when such readjustments are found desirable, are rendered much easier in the comprehensive school than in the specialized school. Furthermore the Commission points out that the large comprehensive school is able to provide much more effectively for health education, education for the worthy use of leisure and home-making education than can a number of smaller special type schools. In recommending the comprehensive school the Commission warns against the inefficiency that may arise if the head of such a school is a man of narrow outlook or limited interests or if the faculty is not so organized as to develop each curriculum to the utmost efficiency consistent with the civic and social needs.

The fourth problem, that of part-time, or continuation, education is probably the most important problem in the field of secondary education today. The establishment of part-time education is rendered imperative in view of the fact that young people in large numbers leave school before they have secured the amount of education essential under modern conditions and while they are still in the formative and highly plastic secondary school period. In the United States as a whole not more than one-sixth to one-ninth of the rising generation are graduated from the secondary school, while probably not more than one-third enter the first year of the four-year high school, or the third year of the junior high school. Certainly four or five times as many persons between the ages of fourteen and eighteen are out of school as there are in the secondary school. Consequently the quality of four-fifths to five-sixths of the future citizenship will be profoundly affected by the solution which is made of this problem of part-time education. England and

France have already taken steps looking toward the universal requirement of such part-time education and the social forces in the United States are becoming aroused to the importance of similar action.

In anticipation of such legislation it is of the utmost importance that school administrators should be ready with answers to the questions "What kind of education do such youth need and where should it be offered?"

In determining the type of part-time education, the objectives already sketched are helpful. It is evident that young workers have important health needs. They are likely to develop physical defects growing out of the nature of their occupational work and they all need health instruction and guidance in the formation of correct health habi ts. They need stimulation and guidance in the worthy use of leisure. Many of them have left school before they have had opportunity to develop those avocational interests which would be most beneficial for them. Their increased maturity since leaving school and their new social contacts make possible effective civic education such as they could not have obtained earlier. The vocational education for some of these persons may well be designed to enable them to advance more rapidly in the work upon which they have entered. For others, however, it should not be related to their regular employment but should be designed to help them to a vocation better adapted to their abilities and having more opportunities for advancement, for it must be remembered that many young workers enter into blind-alley occupations. In view of these considerations part-time education should be broad in scope and should be adapted to the needs of individuals or groups of individuals.

As to the place where continuation education should be offered the Commission urges that it should be conducted in comprehensive secondary schools rather than in separate continuation schools, as is the custom in less democratic societies. "By this plan the part-time students and the full-time students may share in the use of the assembly hall, gymnasium, and other equipment provided for all. This plan has the added advantage that the enrollment for all pupils may be continuous in the secondary school, thus furthering employment supervision on the one hand and making easier a return to full-time attendance whenever the lure of industry relaxes or the improvement of economic conditions in the family makes such a return inviting and feasible."

In concluding this presentation may I quote the three last paragraphs of the report:

"It is the firm belief of this Commission that secondary education in the United States must aim at nothing less than complete and worthy living for all youth, and that therefore the objectives described herein must find place in the education of every boy and girl.

"Finally, in the process of translating into daily practice the cardinal principles herein set forth, the secondary school teachers of the United States must themselves strive to explore the inner meaning of the great democratic movement now struggling for supremacy. The doctrine that each individual has a right to the opportunity to develop the best that is in him is reënforced by the belief in the potential, and perchance unique, worth of the individual. The task of education, as of life, is therefore to call forth that potential worth.

"While seeking to evoke the distinctive excellencies of individuals and groups of individuals, the secondary school must be equally zealous to develop those common ideas, common ideals, and common modes of thought, feeling, and action, whereby America, through a rich, unified, common life, may render her truest service to a world seeking for democracy among men and among nations."

Principal James N. Rule, of Schenley High School, Pittsburgh, Pennsylvania, addressed the Association on

## THE PLACE OF THE MODERN SECONDARY SCHOOL IN A DEMOCRACY

JAMES N. RULE, SCHENLEY HIGH SCHOOL,
PITTSBURGH, PENNSYLVANIA

The permanence and the free and full development of democratic institutions and ideals depend primarily not upon the degree of military preparedness but upon the degree of preparedness of each individual member of the democracy to fill conscientiously and skilfully and joyously the particular place in the life of his community which nature has fitted him best to fill. In the light of this statement, the degree of preparedness of our American democracy to meet effectively and happily the issues of the world democracy now in process of formulation in the hearts and minds of the

plain people of the world and through the medium, we hope, of their representatives at Paris, is neither as high nor as hopeful as rightfully belongs to a nation as abounding as is ours in raw materials, willing workers, and in genius for organization. The fact that "less than one per cent of our great industrial army of fourteen and a quarter million workers has had, or at the present time has any chance to secure, adequate training"[1] and that to this army there is being added annually more than a million boys and girls having no vocational outlook or training other than what chance and urgent necessity bring to them, alarms us with its sinister threat to our national destiny. Abundance of raw materials and of cheap foreign labor and the American genius for organization have thus far shielded us from the natural results of this great wastage of our workers; but in view of the rapid consumption of our virgin wealth, the reduction in the amount of cheap foreign labor which it is anticipated will continue for many years after the close of the European war, and in view of the certainty that the tremendous amount of organizing ability developed in the conduct of war will at the close of the conflict find expression in the most ruthless trade war the world has ever known—in view of these impending changes in our economic life it is urgently incumbent upon us as a nation to take stock of our assets, both human and material, to the end that they may be carefully husbanded and conserved to posterity. The conservation of our youth becomes, in the light of such a condition, the nation's most pressing business in its plans for preparedness for the issues of peace and against the emergencies of war; and the public schools to whom the nation has delegated this urgent business of the conservation of its most precious resources are the subject to-day of a rigid and searching inquiry to determine whether or not adequate steps are being taken to eliminate this tremendous and vital wastage. In the plans of our democracy for preparedness for the issues of peace and against the emergencies of war through the *conservation of its youth*, the modern secondary school has a very important and definite place to fill.

The topic, "The Place of the Modern Secondary School in a Democracy," will be discussed under the following headings:

I. The Modern Secondary School vs. The Traditional Secondary School.

[1] Dodd: *To Fit Millions for Their Work.*

II. The Function of the Modern Secondary School in the Life of the Community.
III. General Intent and Content of the Curriculum of the Modern Secondary School.
IV. The One Thing Needful.

I. The Modern Secondary School vs. the Traditional Secondary School.

The modern secondary school is an organic part of the life of the community; the traditional secondary school has been monastic in its separation and isolation from the spirit and activities of contemporary life. The modern secondary school is pragmatic rather than dogmatic in the intent and content of its instruction; democratic rather than aristocratic, believing that the secondary school as well as the elementary school is for the mass rather than for any class alone; in its attitude towards the ends of instruction, social rather than scholastic, believing that high standards of living are more vital and essential to the adolescent than high standards of learning; vocational rather than cultural, believing that as a man's vocation provides his largest channel of constructive service to humanity, so does it also provide the largest opportunity for securing the culture that attests its supreme worth in the "more abundant life"—culture through vocation rather than vocation through culture.

II. The Function of the Modern Secondary School in the Life of the Community.

The modern secondary school is an extension of the life of the community, representing in a formal way, the co-operative effort of the people of the community to put into the possession of its adolescent girls and boys those physical, mental, and moral tools that make immediately for vocational fitness, social efficiency, and capacity for wholesome, personal enjoyment.

"Any segment of the social process must be classed as, on the whole, barbaric in which there is an excess of exclusive enjoyment, and monopolized opportunity, and exploitation of persons by persons. The social process becomes civilized when there is an excess of diffused enjoyment and distributed opportunity, and mutually beneficial reciprocity between person and person."[1]

[1] Dodd: *To Fit Millions for Their Work.*

The function of the secondary school, therefore, in any civilized community is so to develop and conserve the powers of the youth of that community in their years of adolescence and idealism that they may find joy in work and play, the opportunity to realize each the full possibilities of his being, and by the effective co-operative working and living together of all types and classes may consciously and intelligently develop the technique and acquire the habit of mutual helpfulness and forbearance.

It is not primarily the function of the secondary school in a democracy to prepare girls and boys for college or for business but for life here and now, that today may be better than yesterday in the intent and extent of its wholesome, helpful activities, better in the finish of the work done, better in the reach and range of the ideals striven for. In brief, the aim of Democracy's High School is educational as well as economic that young people may enter the secondary school to learn to live and to work in happy, effective co-operation and may go forth out of the community life of the school into their chosen callings trained and habituated to serve well not their own interests only but the common wealth above all else. For it is only as men believe in high ideals and follow them that they become supremely serviceable to their fellows and may be called truly great.

This, then, again, is the function of the secondary school in a democratic community to maintain before its pupils in the life of the school such high ideals of work and of play and of health as shall always live before them not only "as the image (to borrow a phrase from Stopford Brooke) of that into which *they* are to grow forever" but also as the image of that life into which their *community* is to grow.

## III. General Intent of the Curriculum of the Modern Secondary School.

"The elementary function of the state as a factor in civilization may be described as that of reducing arbitrary inequalities between persons in opportunity, influence and wealth, to an inequality corresponding with their indicated fitness to bear a part in the social process."[2] Such a condition of inequality, Dr. Small terms "functional equality," meaning by this "that the one-talent man shall have the same liberty to develop and use and enjoy his one talent, within

[2] Small: *General Sociology*, p. 347.

the limits of the general welfare, that the one-hundred-talent man has to exercise his hundred talents."

To secure "functional equality" among our young people so that each can bear a part in the social process corresponding with his natural fitness must be the general intent of the curriculum of the secondary school in a democracy. With the increasing complexity of the vocational, social, and recreational activities of community life, must come corresponding changes and differentiations in the program of studies and occupations of the secondary school, if the state, as it expresses itself through the medium of the secondary school, is to perform successfully its elementary function of reducing inequalities between persons to a plane of functional equality. In the simple life of the early colonial days when with the exception of the few professions the occupations required no formal preparation other than a comparatively short apprenticeship, the schools attempted to give no vocational training and little learning, more than was comprehended in the three R's; but the very great diversity of occupations found in the industrial and commercial world of today, the high degree of skill and intelligence exacted of industrial workers above the level of the day laborer, the well nigh universal disappearance of the apprenticeship system, and the imperative need by workers of the quality of adaptability to meet rapidly changing standards and improvements in the industrial and commercial world, have made demands upon the secondary school for corresponding changes in its curriculum—demands which the secondary school, traditionally conservative and behind the times, has been loath and slow to meet. The modern secondary school, if it is to deserve the implication of having the quality of contemporaneousness, must ever be quick to observe the signs of the times and, without being merely pliant to the cries of faddists and extremists, must be flexible enough in its organization and attitude to respond quickly and effectively to changing conditions in the life of the world about it.

If we accept the statement that it is the business of the secondary school in a democracy to put into the possession of its youth those tools that make immediately for vocational, social, and personal efficiency then the content of our secondary program of studies and activities must be determined by the test of relative value of each subject admitted as a superior factor in the life of the community.

First on this program of Democracy's High School must be the subject of health, not as an elective but as a subject required and

actually exacted of all—compulsory health; a pupil's mark in the subject to correspond to the mark of the physical vigor and strength that his body exhibits, proportionate to its natural fitness. As Dr. Small of the Federal Bureau of Education said in Pittsburgh last July, "If physical education means anything, these undeveloped sources of human capacity and human health should be conserved and developed." Powers of leadership can be conserved and developed for active community life by no other agency in the school so well as by the department of physical education. In this department school morale finds its greatest support and inspiration; and no institution can be a center and generator of more powerful and helpful influences in a democracy than is a secondary school, the morale of which makes for a realization on the part of youth that democracy involves duties as well as rights and inspires young people to respect for properly constituted authority and the rights of others and to faithfulness in the discharge of responsibility.

Development of leadership in those who show capacity for leadership and habituation on the part of all to right reactions upon moral and social problems are the big problems of secondary education in a democracy. And no where do we find more help in the solution of these problems than in the group of activities and habits that make for health and physical prowess. If the secondary school is to exercise its function in a democracy of making its youth each fit to bear his part in the social process corresponding with his natural fitness, the mental, moral, and muscular vigor and happiness that come as the result of the observance of correct health habits in daily living and of the rules and requirements of game and gymnasium must be esteemed the most vital factors of all those elements that make for more abundant life.

General and applied sociology must have a large place in the curriculum of the secondary school and in the preparation of secondary teachers if the secondary school is to realize its place in a democracy: in the curriculum, that young people may be trained for leadership in public thought and action in questions of public policy; in the preparation of teachers, that they may realize experimentally that they have not a job but an opportunity for civic and social service second to none in the whole wide range of human endeavor.

The general intent, then, of the curriculum of Democracy's Secondary School must be to secure "functional equality" among our

young people, so that each can bear a part in the social process corresponding with his natural fitness. The content of the curriculum of Democracy's Secondary School must combine in its program of studies and activities the rich cultural heritage of the race as embodied in its institutions and achievements and languages and the equally rich economic possession of the race as evidenced in its commercial, agricultural, and industrial enterprises; holding also that as the future of our democracy depends upon the effective cooperative working and living together of all types of citizen workers, so must this principle of co-operative effort find expression in the life of the modern secondary school in the co-education of all classes of children within the same school building.

### IV. The One Thing Needful

And yet, in the reorganization of our secondary schools, to make them fit to play their part in a democracy what is The One Thing Needful? For the modern secondary school—as we have defined it to be—is more than a building, than equipment, than teaching—efficient and adequate and important though these all may be. The modern high school is life; and life is more than material content, it is the conscious striving after ideals. The One Thing Needful on the part of both teachers and taught is the conscious striving after ideals, so that the trained hand and the trained mind may be directed by a trained soul.

E. S. Martin writes in Good Housekeeping: "I have heard that President Eliot once wound up an address in Philadelphia on the needs of education, with the remark, almost despairing, 'But there is no goal; there is no goal!' He meant, apparently, that whatever may be done to improve men's abilities and the conditions of life, perfection and a social mechanism that will take care of itself and of mankind can never be attained."

Mr. Martin further says: "Whether he meant that or not, it is true. Life is endeavor, with more or less attainment but nothing final. The finality is death, and to that, and beyond it, we must look for the crown of life and the key to its mystery. Governments, ecclesiastical organizations, school systems, political alliances, leagues for peace, are mechanisms that will do their work while they can be kept in working order, but no mechanism will save the world and solve the problem of life, or even keep the peace for more than a limited time. The great regenerator of mankind is not a mechanism.

It is immortal spirit; something not of earthly origin nor limited by earthly durations. All that one can make of earth is that it is a training-ground for souls, and it is a good place or a bad one according as the souls achieve their training or miss it."

Nicholas Murray Butler in an essay on the subject "Is America Drifting?" strongly avers, after answering the question affirmatively, that the only way to stop the drift is for us as a nation to develop national ideals, since ideals are a nation's as well as an individual's master. President Butler further expresses the hope that the war may crystalize our ideals and stop the drift. The thoughts along this same line of national ideals of two other eminent men in widely differing fields of labor, seem to indicate that we are at last awakening to the consciousness of a National Soul.

Dr. Charles A. Eastman, in his recent book, "From the Deep Woods to Civilization," writes as follows:

"When I reduce civilization to its lowest terms, it becomes a system of life based upon trade. The dollar is the measure of value, and might still spells right; otherwise why war? Yet even in deep jungles God's own sunlight penetrates, and I stand before my own people still as an advocate of civilization. Why? First, because there is no chance for our former simple life any more; and secondly, because I realize that the white man's religion is not responsible for his mistakes. There is every evidence that God has given him all the light necessary by which to live in peace and good-will with his brother; and we also know that many brilliant civilizations have collapsed in physical and moral decadence. It is for us to avoid their fate if we can."

"I am an Indian; and while I have learned much from civilization, for which I am grateful, I have never lost my Indian sense of right and justice. I am for development and progress along social and spiritual lines, rather than those of commerce, nationalism, or material efficiency. Nevertheless so long as I live, I am an American."

President Hadley of Yale writing in the Yale Alumni Weekly on the differences of university organizations in Germany and England says:

"The Englishman's ideal is character; the German's ideal is performance. The Englishman desires to be a man among men, governed as far as possible by public opinion. The German desires to be an efficient part of an efficient organization, helping it to do its work better than any other organization ever did it before. The war

is, in fact, a contest between these two types; and the underlying lesson of these awful years is that somehow the virtues of the two types must be conjoined instead of separated. The English type, left to itself, tends to go ahead gallantly and loyally, but unintelligently. The German type, left to itself, tends to gain its immediate objects, intelligently and efficiently but at the sacrifice of those habits of courtesy and morality which are the very basis of civilization. It is sometimes said that wars are waged for commercial reasons. This may be true of little wars, but it is not true of great ones. Every great war establishes some principle. The wars of the French revolution established the principles of civil liberty. The wars in the middle of the last century established the principle of nationality. I believe that this war will establish the principle that character and performance must go hand in hand; that morals and brains must be conjoined; and that a civilization which attempts to base itself on either to the exclusion of the other is fundamentally incomplete." These quotations from President Hadley, Dr. Eastman, and Mr. Moore suggest that as a nation we are at last aroused to the fact that our national life, if it is to be permanent and powerful in the promotion of a safe democracy, must be more than national growth and adjustment: it must be the conscious striving after ideals. President Wilson has well said that "The world must be made safe for democracy." And the world will be made safe for democracy; that is now our present business, which we are bringing to a successful issue. But that democracy may be made safe for the world—that is a still bigger undertaking; bigger because it is a perpetual task and because the foes of a safe democracy are more subtle, less tangible, and are within. Yet our democracy will be safe, and sane, and sound for us and for the world if as a nation and as individuals we consciously and purposefully strive after the ideal which to performance adds character; which makes for development and progress along social and spiritual lines rather than those merely of commerce, nationalism, and material efficiency; which recognizes the necessity of provision for the training of souls as well as for the development of bodies. In the establishment, as a national and as an individual trait, of this spiritual ideal, absolutely essential to a safe democracy, the schools of our land have the largest part, and no division of our schools a more important part than the secondary school; for the adolescent age is the period when ideals become crystallized and well nigh permanently fixed in habits of thought and action.

In conclusion may I restate the answer to the question "What is the One Thing Needful in Our Modern High School?" It is the soul of the school, as expressed in its customs and traditions and in the resultant of the silent influences of its human relationships, which ever holds up *this* high standard of living, that life is more than growth and adjustment, it is the conscious striving after ideals. "Our business in life is not to get ahead of other people, but to get ahead of ourselves. To break our own record; to outstrip our yesterdays by todays; to bear our trials more beautifully than we ever dreamed we could; to whip the tempter inside and out as we never whipped him before; to give as we never have given; to do our work with more force and a finer finish than ever—this is the true idea—to get ahead of ourselves. To beat someone else in a game or to be beaten may mean much or little. To beat our own game means a great deal. Whether we win or not, we are playing better than we ever did before, and that's the point after all—to play a better game of life" (Maltbie B. Babcock). If this be the animating spirit of the soul of the secondary school the permanence and the full and free development of our democratic institutions and ideals are assured.

Summary

*The place, therefore, of the secondary school in a democracy is to supply a universal system of education for adolescents—both liberal and vocational in its interest and content, flexible in its adaptation to special needs and capacities, to the end that one hundred per cent of our young people shall be one hundred per cent fit to fill conscientiously and skillfully and joyously the particular place in the life of the community that nature has fitted them best to fill.*

Principal H. B. Loomis, Hyde Park High School, Chicago, Illinois, addressed the association on What Democracy Should Demand of Her High Schools.

## WHAT DEMOCRACY SHOULD DEMAND OF HER HIGH SCHOOLS

H. B. LOOMIS, PRINCIPAL HYDE PARK HIGH SCHOOL, CHICAGO, ILLINOIS

Corresponding to every right is a duty. Democracy has undoubtedly the right to demand certain things of her schools; but she

has also the duty of furnishing adequate financial support. In this paper it is assumed that this duty will be recognized and performed.

On that supposition, what should a democracy demand of her high schools? In the first place there are at least two demands from the scholastic side: every pupil should be taught the few subjects a knowledge of which is essential to participation in the democratic organization; and every course should contain a considerable amount of work along some particular line, every course should have a backbone. In the second place, from the physical side, in addition to periodic examinations by physicians, corrective exercises, and training in hygiene, there should be ample facilities for outdoor sports and games to the end that participation in outdoor recreation may tend to continue throughout adult life. In the third place, from the spiritual side, the schools should develop morale.

First, what are the scholastic requirements? The most obvious, and I believe the right, criterion for determining what should required of all pupils is; Is grasp of this subject essential to participation in a democracy? Applying this criterion I find but two general subjects which should be required of all, first the language of the people, in our case English, and second history and social science. We need English that we may have a common means of communicating with each other; we need social science because our political duties involve the settlement of social questions; and we need history to furnish us the necessary background of fact for the intelligent discussion of social questions.

But what English, and how much English should be required of all? Our criterion demands a means of intelligent communication, i.e., ability to speak, write, and understand the ordinary speech of business and of life. I believe it is a mistake to require of every graduate practically all the English we give in high school. I believe we injure a course in advanced mathematics by requiring it of every pupil. I believe there are a great number of pupils who ought never to be expected to maintain what college professors call "sustained effort" in composition, to diagram a play showing its climax, or to make a brief of Burke's Speech on Conciliation. I believe that some pupils should take advanced courses in English, but that everyone would be better off if the others were not in those classes. On the other hand I believe that every pupil should learn to read, i.e., to get ideas from the printed page, and that he should learn to read with facility. I believe that facility in reading is acquired only by reading; and that, pro-

vided the books read are sufficient in number and of a healthy moral tone, their literary character is of minor importance. Whatever facility I may have in reading, I gained primarily by reading a great number of boys' books of no literary merit, some of which were dime novels. And as in recent years I have thoroughly enjoyed Stevenson's Kidnapped and Treasure Island, I must confess that my liking for the dime novel type of story persists, for Stevenson's books differ from the dime novel of my boyhood, not in the kind of plot or in morals, but in art. I believe that a pupil has a better chance to like good literature, if he first likes to read. And I believe that we may with profit early classify our high school pupils into two broad classes, and teach one reading and the other literature.

But the members of a democracy should give as well as receive; they should be able to express their own ideas as well as to read. Here again I believe that the high school should offer more than is required. I shall not attempt to say what the minimum requirement should be; that would be foolish without a considerable amount of experimentation. I am however, thoroughly satisfied that in the required work greater stress should be laid upon oral than upon written speech.

Democracy should also require work in history and social science, because we need training in performing our duties as citizens and voters. As this subject is to be considered in another paper on our program, I pass it over with emphasis on but one point. In my opinion the proper teaching of social science involves a class exercise different from the traditional recitation. The class exercise should consist largely of discussion and thus train in the formation of intelligent opinions. The pure recitation leads to the habit of accepting the say-so of others, of relying upon a favorite newspaper or upon some civic organization for one's opinions. Facts may be learned and recited; but opinions should be formed. I believe that most intelligent opinions are hypotheses modified by consideration and experience; and the best way to modify a carelessly formed opinion is participation in open discussion. Even a bolshevist should be given his fair share of class time. But I doubt if the technique of a class exercise characterized by profitable discussion is as yet well developed.

There is moreover one general requirement democracy should make, every course should have a backbone. This backbone may be commerce, shop work, history, language, science, what you will; but every course should be able to stand up straight in its own place

and not spread out all over the whole field of human knowledge. Moreover this backbone should be such that the pupil taking the course will be fitted to perform his duty to society and to his fellows by paying his own way through the world. The proper enjoyment of leisure has a place in the education of everyone, but leisure should be enjoyed after the day's work is done. For example appreciation of music may well be taught in the high schools, and music may properly be the backbone of a high-school course, but it should include performance for the pleasure of others as well as mere appreciation.

I come now to the requirements in the line of physical education. I shall pass over the necessity of periodic physical examinations by competent physicians, of the correction of physical defects, and of systematic instruction and training in hygiene. I wish to emphasize just one point, the necessity of a kind of training that will have some tendency at least to lead to the habit of systematic exercise throughout adult life. We all know the condition in which the draft found our adults. In a few months thousands of them will return from the army to office work, and ten years from now the effects of their army training will practically have disappeared. While a year's training may be good it will not last for a life time, and few have the determination to keep up regular physical exercise day after day. Our hope for the adult is in sports and games; we need more golf, more tennis, more tramping, more skating, and also a greater variety of outdoor sports. The most promising indication of better physical development among our business men is the popularity of our golf links and bathing beaches. The great aim of physical training in our schools should be the development of a liking for these outdoor sports.

This means money, not simply for instructors, but also for land. My own school is favorably located; we have all of Jackson Park across the street. But there are plenty of high schools in Chicago that could not find outdoor standing room for all of their pupils without using the streets. Parks and playgrounds will eventually become connected with the school system, and possibly will come under their control. It is not a rash prediction that before long a ten-acre lot will be regarded as too small for a high school site.

The third demand a democracy should make upon her high schools is the development of morale. The war has shown two things in reference to morale; first, its value, and second, the fact that unconsciously the American schools have at least made a good beginning in its development. While success may give a temporary intoxication

that resembles high morale, it does not wear like the genuine article. Morale is a property of a group, not of an individual; it depends upon the conviction that the group stands for something worth while, and that the members of the group will play fair and play as a team. Selfishness is an implacable foe of high morale. When army officers in Camp Dodge, on being asked to send men to Fort Leavenworth to be trained for Signal Corps work, took the opportunity to relieve their own commands of ninety-eight men who could neither read nor write, they displayed one of the few instances of lack of morale in our army. Loyalty to a cause means the subordination of self. But loyalty is essentially the same in all its manifestations, and loyalty to a school is one of its many forms.

While I can mention nothing connected with a school which may not be made to raise or lower the school's morale, I believe that the most powerful influences come from student organizations and enterprises, and especially from school athletics. School athletics are important because the feelings run high, because the temptation to win by unfair means is strong, because subordination of one's self in team play is hard, and because it is so difficult and so necessary to get the other fellow's point of view when close decisions are made. There can be but one leading lady in the drama; will the girl who was not chosen work hard for the success of the play in a subordinate rôle? Will the musical prodigy play in the orchestra, or simply be willing to play a solo when we give an entertainment? Will he play second violin if that happens to be the place where he fits? Will these pupils get over their disappointment and work hard for the success of their organizations and of the school? Then there is that supreme test of school support, does the student body stand back of a hard working but loosing team?

I have spoken of the demands a democracy should make of its high schools in the lines of scholastic work, physical training, and the development of morale. I am tempted to add three words to the oft repeated Latin quotation. "*Mens sana in corpore sano.*" If the Latin word publicus is equivalent to our word social in its broadest sense, I would like this to read *Animus publicus et mens sana in corpore sano,* A social spirit and a sound mind in a sound body.

## *SECOND SESSION*

At 6 P.M., one hundred and sixty-five High School Principals met at dinner in the Pine Room of the Stratford Hotel. The general topic was Social Science. There were two speakers. Professor McLaughlin of the University of Chicago spoke on the value of history in the schools. He emphasized the importance of instruction in methods of thinking as distinguished from instruction in subject matter. He commented on the freedom of the modern courses of study, also on the vindication which American education had received during the war.

PROFESSOR JUDD REPORTED FOR THE COMMITTEE ON SOCIAL SCIENCES IN THE HIGH SCHOOL. He spoke as follows:

### REPORT OF THE COMMITTEE ON SOCIAL SCIENCE

COMMITTEE ON SOCIAL SCIENCE

PROFESSOR CHARLES H. JUDD, University of Chicago, *Secretary.*

PRINCIPAL V. K. FROULA, Broadway High School, Seattle.

PRINCIPAL THOMAS J. MCCORMACK, LaSalle-Peru Township High School, La Salle, Illinois.

PRINCIPAL FRANK G. PICKELL, Lincoln High School, Lincoln, Nebraska.

PRINCIPAL WAYLAND E. STEARNS, Barringer High School, Newark.

PRINCIPAL H. V. CHURCH, J. Sterling Morton High School, Cicero, Illinois, *Chairman.*

This Committee intends to do everything it can to persuade this Association to champion a movement for the vigorous promotion of the study of the social sciences in American high schools. It asks at the outset that it be continued for at least two years in order that it may collect material and present a number of annual reports. The justification for this request is the depth and complexity of the trench system which has been constructed by the high school curriculum. The Committee has spent some time feeling out the strength of these fortifications and is convinced that it will have to extend its line so as to effect a broad enveloping movement before it can make much headway.

The Committee is encouraged by the fact that it has a new and powerful ally in a lively public demand for social studies on the part of young people. In the long run it is not unlikely that some of the

territory now occupied by Virgil and Euclid, by Sir Roger De Coverly and Edmund Burke, by the laws of motion and the 206 bones of the body, will be surrendered to the allies of the Committee. In accomplishing this conquest the Committee asks for the support of this Association.

With regard to its past doings the Committee will be brief. President Lewis asked that a report be prepared for this meeting which would open up the problem of social studies in the high school. The Committee immediately formulated its letter of inquiry to members of the Association and the question was open. The particular device which the Committee employed to insure a wide opening was a device not unknown to the older subjects of the curriculum. If one of the respectable members of the high school curriculum gives to a new subject any attention at all it is usually that type of attention which one gives to an unwelcome guest. New subjects are therefore fairly hardened to the experience of being left out. The social sciences this time tried the same method. The Committee's letter asked that history be left out for this one meeting. The desired result was secured. History was discussed vigorously in almost every letter received. In stating how necessary it is to deal with history most of our letters gave us just the insight needed to make clear our problem and future duty if we are to get attention for the social sciences.

Perhaps the members of this Association will be interested in a few of the extracts from letters received which show how different human minds illuminating the same subject throw into high relief different aspects of the matter.

There are some who doubt the wisdom of social studies outside of history. For example:

> Personally, I do not feel that it will be desirable to enlarge the work in social science in high schools, even in an elective way, except as the ideas of this work may be emphasized and expanded through the medium of history courses.[1]

Another writer is evidently discouraged even with history and writes:

> In answer to your inquiry with reference to the study of social science in the high school, will say that we have no formal study of social science provided for in our course. These matters are taken up only in an accidental way. My personal opinion is that it would not be wise to introduce these matters into our course at the present time. Our experience is that high school pupils of today have more than they

[1] Arthur Gould, Los Angeles City Schools.

can do to learn a little about the fundamentals of such subjects as reading and arithmetic.[1]

There are some who would modify history, weaving into it a new and helpful content.

Before closing I should like to add that I believe that history and civics should be organized together in a single department. I do not believe that the time for civics teaching should be secured through a curtailment of essential history courses. I believe that it is possible to reorganize the history courses so that we can give ample time for civics courses without sacrificing the efficiency of history instruction. This, in my opinion, will be accomplished partially by the reorganization of history material and partially by requiring of students only such courses as will actually serve as a training in citizenship.[2]

Another writer in a penitent mood tells what ought to be done but is not now undertaken.

Again, I am convinced that the History Department *goes* only part way, *can* go only part way and, further *will* go only part way. Recently, I have written to half a dozen or more of our biggest high schools and find that nearly all of them are giving more Ancient History than Mediaeval and Modern together. The most of the colleges specifically name Ancient History as a requirement while they are entirely silent upon the question of Modern History. I am sorry to say that in our own high school we have something like twenty-six classes in Ancient History and six in Mediaeval and Modern. Such an arrangement shows an extremely poor sort of intelligence by those permitting it to go on. I plead guilty to this subnormal type of conduct but hope that it is not long to be endured.[3]

Still another is ready for a radical change and advertises his needs as follows:

Personally I feel that social science should be one of the basic requirements of the curriculum. It should be required for two years at least, and probably four years, provided teachers can be secured to teach the subject who have the social point of view, and who know how to organize the subject matter in such a way as to get across their point of view to the students. The average history teacher could not do this constructive work. I am now looking for a teacher who can do this piece of work for our high school.[4]

One of the former presidents of this Association writes as follows:

The only suggestion which I have in regard to the adjustment of this problem is that we cut down the amount of time given to ancient, mediaeval, and modern history, covering this ground in the ninth and tenth grades, put the unit in American history and civics in the eleventh grade and a unit of economics and sociology in the senior year. Teachers of history will undoubtedly object to this, as they feel that

[1] Guy A. Blaisdell, North Division High School, Milwaukee.
[2] Frank G. Pickell, Lincoln High School, Lincoln, Nebraska.
[3] J. G. Masters, Central High School, Omaha, Nebraska.
[4] W. A. Bailey, High School, Kansas City.

they should have the senior year in which to prepare their students for college courses in history. On the other hand, we owe something to those who do not go on to college and should give them some idea of economic and social problems with which they must deal as they go out from the school.[1]

That some teachers of history will object to revision of their program may be gathered from the following pronouncement signed by three teachers:

The History Faculty of this school does not believe in cutting the history courses for the purpose of giving time for social science in the high school course, as a separate study. They believe that the content of pure social science courses is beyond high-school grade. It is to be noted that colleges do not place these subjects in their curricula for freshmen. History is the basis for a thorough comprehension of these matters and the high school is the place to get a solid foundation of historical knowledge for this understanding. More history and not less is the need of the high school.[2]

These are samples of opinion on the subject under discussion. The Committee was also supplied with opinions about itself and its letter of inquiry. Commenting on this letter, one history supervisor wrote:

I approve of just part of the fourth paragraph. I think the earlier paragraphs are weak and seem dictated by a one-sided view of the situation. Why not define the social sciences at the outset, pointing out perhaps the fact that there are such subjects being taught (in addition to the history itself) as civics etc. and raise the question as to relative importance of these as compared with fields of history now taught.[3]

Moved in part by this demand that we define social science as it is taught outside of history we may try to enumerate the various kinds of courses which are reported or mentioned in the letters received.

By way of statistical report the Committee allows itself to inject the remark that it received up to February 15th forty-six letters. Two hundred and fifty inquiries were sent out.

In these forty-six letters the most commonly mentioned social science (other than history) was civics. Thirty-seven schools have some form of civics. This name covers a great variety of contents. Sometimes civics appears to be the old fashioned course in civil government, sometimes it follows Dunn or Ashley or Hughes. Sometimes it includes current readings from magazines and local material drawn from a study of the industries and social institutions of the immediate environment of the school.

[1] J. B. Davis, Central High School, Grand Rapids.

[2] O. B. Cole, L. F. Ullrich, Elizabeth E. Packer, New Trier High School, Kenilworth.

[3] D. C. Knowlton, Newark City Schools.

The fact that civics is given in so many of the schools reporting should not mislead us as to the extent to which this study is pursued in American schools. Answers to the Committee's letter came only from the schools which were interested. All who replied have some kind of progressive work and the most common title for this progressive course is civics.

Fourteen mention economics. The texts supplied in this field are universally criticized as inadequate. The detailed outlines supplied by several schools indicate that economics consists in various topics selected out of college political economy.

Eight schools report courses in vocations.

A number mention exercises rather than courses in current events. These exercises are sometimes included in the English programs; sometimes they take up one or more hours a week of the time of the history course, sometimes they constitute a part of a civics course.

War courses of various kinds are mentioned six times. These also are variously coupled up with other lines of study. Only in two cases is the war course a separate course.

Comment on the foregoing enumeration of social science courses is perhaps unnecessary. One gets the impression that even the progressive schools which are eager to do something along these lines are groping blindly. They are picking up material here and there in a way which does not guarantee systematic work. As one reads the letters, one is sure that the authors are uncertain in many cases whither they are going. There is a great deal of use of the future tense. There is a frequent recurrence of the statement that next year the course is to be greatly improved by the introduction of new aspects. The textbooks in use are often commented on as only partially suited to the needs of the classes.

The ill defined character of the courses offered does not discourage your Committee. On the contrary there is such a fundamental enthusiasm for this kind of work in spite of its crudity that we feel sure the survival of these courses furnishes the strongest evidence which can be presented that the work should be enlarged. What is needed is the collection of more material and better material. The problem which confronts this movement at the present time is a problem of getting productive people to co-operate in working out a series of very vital experiments. The need for social studies is great, the enthusiasm for such studies is strong, the organization of courses is far behind the demand.

There have come into the hands of the Committee a number of syllabi which are suggestive in the highest degree. Here and there isolated workers are beginning to achieve at least a partial solution of this problem. What is urgently needed is some agency that can correlate the efforts of these workers. There ought to be central committees in various districts of the country or a central committee in this Association constantly collecting and reporting back its results. This Committee ventures modestly to recommend that its own services are at the disposal of the Association for this purpose.

Turning to another aspect of the matter we may comment on the administrative methods of locating social science courses. Here too there is a good deal of variety.

So far as civics is concerned there are two divergent practices. In a few schools civics is given in the first year of the high school. Two of those schools have in the last year substituted civics for general natural science and report themselves as enthusiastic over the results of the change.

The majority of schools on the other hand reserve civics for the later years of the curriculum. Here the social science work has its center of gravity in the junior and senior years. The schools evidently look on these courses as the final efforts to prepare students for life. Indeed in one school it is explicitly stated that the course in social problems is urged on all who are not going to college.

Wherever these courses turn up in the curriculum whether in the few cases where civics comes in the freshman year or in the more numerous cases where social studies mark the close of the high school training there is an obvious and almost universal tendency to secure the time for this work from history. One school which this year has a required course in American history and an elective in civics has decided that next year it will require only half a year in American history and will make the half year of civics required. Another school gives the option: The student must take either history or economics. There are half year courses in modern history followed by half years of civics or economics. There are hours taken out of history for current events or social problems. There are courses with double names such as American history and civics.

Only one conspicuous case is reported of a similar relation or perhaps one may better say competition, between English and civics.

There is some discussion of the problem here suggested. One history teacher has taken it up fully. His plea is for a division along lines not commonly sanctioned by his colleagues.

Inasmuch as my duty as an educator is higher than my duty as a specialist in history and social science, so long as the student is limited to four five-hour courses each semester and is bound to take his work in this dosage, I feel that I should rather present to the students *less* than *more* work in my department, as compared with what is now given. Instead of offering a rich series of courses in our department for a *few* students who can specialize in our lines, I am interested in getting an irreducible minimum for all. The pressure of their other courses (under the five-hour system) makes it impossible for most high-school students—impracticable at least—to take more than *two* years of our work; and these two years in fact represent every possible combination of our four annual units! It seems to me essential that every youth that we turn out as in any way educated should have had presented to him an outline at least of the development of human civilization from its earliest traces to the present time. I would therefore *require all* students who could not take the conventional two years of Ancient and Modern history to enroll for a one-year synoptic course, to be given by the ablest and best informed teachers in the department, who should outline the subject to the students in interesting talks (not in lifeless dictation), putting into the students' hands historical reading and source material, rather than a general narrative history. In view of the American history started in the seventh and eighth grades of all elementary schools, I regard this course in the development of civilization (or "general history") as a more fundamental than a high-school course in American history; and if one had to be omitted, I would let the latter go; but as we can generally count upon *two* years work as a minimum for our department, I would let the second year (if that were all we could get) be a study of *American* history and *Current Social problems*, letting the latter grow out of the facts presented in the latter part of the history, depending upon the history itself for a general notion of our federal, state, and local government, and making the study of *civics*, as the *method of getting public action for the solution of our various social problems*, incidental to the study of our social problems in general.

Such a two-year course in *General History*, *American History*, and *Social Problems*, would, I admit, be very concentrated, and would require exceptionally able teaching to make it satisfactory; but as long as we allow the prescriptions of various college, professional, and technical courses to determine our secondary curriculum, and think we must give every important study five times a week, many are limited to two years in our department (I think history and social science do belong together, that history is a social science), and *for these* such a two years' course should be prescribed.[1]

The tendency to recognize the junior high-school period as one from which some relief can be secured is not uncommon. This suggestion coupled with a statement regarding the modification of history courses from Seattle.

A very satisfactory outline of social study to accompany the history work of the grammar schools has been printed recently and is in use in our grammar schools.

[1] F. W. Sanders, Hollywood High School, Hollywood, California.

It sprang out of the apparent need of greater effort along lines of patriotic teaching. There is also in course of preparation by a local committee a three-year outline of social study to accompany the traditional history of the high schools which is going to make our history work so different, I hope, from the traditional lines as to entitle it to classification as social science.[1]

It is the belief of your Committee that the problem of introducing social science into the high school will never be solved until the junior school is also influenced in the direction of a more vigorous treatment of social problems. From twelve years of age on, the adolescent child is absorbed in getting acquainted with society and in finding his own place in the social scheme. He is beginning to think about his vocation. He is on the threshold of adult interests and ideas. The junior high school is the place where social studies should begin. Indeed, it is not too much to say that social studies must be the core and center of the junior high school program. Once the attention of the pupils and of teachers is set in the direction of social studies by this vigorous policy in the junior period, the senior high school will take on a new aspect. It will not be difficult to get students interested in civics and economics and vocations and current events. We believe that high schools are deeply concerned in the project of introducing much social study into the junior high-school period.

The solution of these and like administrative problems will not be easy. Somebody in the school system will have to give energy and thought to their study and to the development of a new type of organization which will give proper place and prominence to social courses. It is doubtless in part this demand for administrative pushing which has made some of us critical of history teachers. They are absorbed in their special tasks and can hardly be expected to turn aside in order to take care of the new interests which we are promoting.

There are two possible solutions of the problem which here confronts us. We may seek the appointment of special teachers of social science and throw on them the responsibility of finding a place on the program for their work or principals may adopt this type of work as the scholarly field in which they may operate with special appropriateness.

Strong arguments can be offered in favor of both procedures. Special teachers are needed to collect and organize the materials required for instruction and a career in this special field ought to be set up which will attract individuals of good ability. On the other

[1] V. K. Froula, Broadway High School, Seattle.

hand, school principals often need advanced intellectual interests in a much higher degree than is common under a scheme of organization which excludes them from participation in instruction.

Your Committee is not prepared to give a final view in this matter except to advocate the discovery in each school of some strong personality who will take the responsibility of putting social studies into a prominent place on the school program.

Our preliminary studies lead us to recognize two large problems, one is administrative, the other is academic. On the administrative side we hold that schools must find a place in the program for much social science. On the academic side we find that teachers must make much new material.

With regard to the material now at hand one must be frankly critical. Much of it is infinitely trivial. The history teacher with his enthusiasm for the broad movements of civilization is undoubtedly right when he criticizes the school as provincial which spends two weeks talking about the town constable. An international war is broader in its scope than a municipal council meeting however exciting the latter may be. History has at least breadth. If we learn this lesson of breadth of outlook, is it necessary that we abandon present-day society because community civics has been too narrowly conceived in the past? The answer to this question is not to be found in a conventional history course, but in a broader view of social life. What we need is a group of teachers of social science who can look out on society in a large way and see it as the co-operative effort of the human race to live together and extract from nature an abundant living.

The business of the high-school principal is to find teachers who have this broad vision, to give these teachers opportunity to work out their materials, to use and test these materials in the schools, and to co-operate with teachers from other schools until there shall grow up in the social sciences a body of dignified standardized material.

There is no reason why the movement of introducing social science should drag along as many reforms of the curriculum have dragged in the past waiting for the accidents of private ambition and of competition among publishers to furnish schools with the material which they need. If the high-school principals of this country will set themselves to the task of organizing an educational reform in the direction of the introduction of social science on a large scale into the

curriculum it is possible to give a demonstration of a new type of co-operative professional activity in education.

Your Committee recommends that this Association adopt a plan of co-operative effort to secure suitable material for social science teaching in the schools. That it utilize its resources to make available to all who are working in this field as much material as can now be found to the end that mutual criticism and co-operation may stimulate productivity. That provision be made for the reporting and testing of all devices employed for the purpose of putting social sciences into the curriculum. That the study of these problems be made one of the major activities of this body and that time be devoted at subsequent meetings to the discussion of the steps necessary to make effective a campaign for the enlargement of social study in American high schools.

## *THIRD SESSION*

The Third Session was convened at 9:30 A.M. Tuesday, February 25, 1919, in the Pine Room of the Stratford Hotel.

PRINCIPAL WILLIAM A. WETZEL, OF THE HIGH AND JUNIOR SCHOOLS OF TRENTON, NEW JERSEY read a paper on the Junior High School.

### THE VOCATIONAL TRY-OUT IN THE JUNIOR HIGH SCHOOL

WILLIAM A. WETZEL, PH.D., PRINCIPAL, HIGH AND JUNIOR SCHOOL, TRENTON, NEW JERSEY

The Junior School has grown out of a discussion of the following needs of our public school system:

I. The steadily increasing collegiate and professional demands call for a saving of time in the secondary school period. In the reclassification it was expected that grades 1-6 should be devoted to elementary education, to obtaining familiarity with the tools of knowledge, and that grades 7-12 should be considered the period of secondary education with wider opportunity for the study of science, mathematics, and foreign languages in the early stages of the secondary school period than the grammar schools afforded.

II. Social and economic conditions tend to extend the compulsory school age to sixteen years. To educate pupils with varying capa-

cities, and capabilities, many of them in the first generation of literacy, requires an institution fitted out with more than school rooms with desks and books. But it seems clear to the writer that a sound principle of differentiation of work in the first two years of the Junior School is a differentiation according to present capacity rather than according to future occupation. It is well to remember that in a well organized Junior School some pupils will have completed the eighth grade at the end of the twelfth year, many at the end of the thirteenth year, and most of them at the end of the fourteenth year. That is, at the completion of the eighth grade most children are still from two to four years removed from the time when they would be admitted to a shop to learn a trade.

III. The Junior School recognizes the need of creating a more homogeneous grouping by bringing together grades 7-8-9, in the same institution.

To these reasons the writer has always added a fourth, the need of the shop for all city children. Any city father who remembers his boyhood experiences in the country, will agree to this proposition Our pupils have lived in too academic an atmosphere. They have not cultivated a respect for labor and the desire to labor. Our schools have instilled the ideal of the pen rather than that of the chisel, of the desk rather than that of the bench. Experiences make life. The school shop is the child's experience room. It gives the boy something to think about, to talk about, to write about, other than books. City boys and girls are entitled to learn to work. For many such the shop furnishes the only opportunity to do real work. The shop in the Junior School becomes as much a moral force as a vocational agent. The prophecy of Froebel is realized in the Junior School shop. "Every child, boy, and youth, whatever his condition or position in life, should devote daily at least one or two hours to some serious activity in the production of some definite external piece of work. It would be a most wholesome arrangement in schools to establish actual working hours, similar to the existing study hours, and it will surely come to this."

In the light of the above needs what are the distinguishing characteristics of a Junior School? It should contain class rooms, furnished with desks considerably larger than the standard single desk, in order that the shop spirit may be cultivated in the class room as well as in the shop. There should be science laboratories, museum cases, a library, an auditorium, drawing rooms and shop and enough

gymnasiums to accommodate all the children every day that they do not work in the shops. The equipment should include a motion picture machine, several lanterns, and typewriters.

What is the "vocational try out" program in a Junior School? As commonly understood it means that the boy is given a short try-out in a series of three or four shops, to help him to determine his future occupation, and that his "bent" as discovered in this try-out will be accentuated during the remainder of his course by assignment to the shop of his choice. We are now talking about a Junior School, the normal place for normal pupils from eleven to fifteen years of age, the vast majority of whom are not within two years of the privilege of learning a trade at the time of leaving the Junior School. We are not talking about a type of school known as the shop school, or opportunity school, or prevocational school, in which are found a large number of retarded pupils from thirteen to sixteen years of age.

A vocational try-out in any community would naturally have in mind the character of the industries of that community.

At the time of the last census there were in Trenton 18,543 wage earners, of whom 10,286 were classified as follows:

| | |
|---|---|
| Pottery, terra cotta & fire clay products | 5,030 |
| Foundry and machine shop products | 1,998 |
| Tobacco | 1,028 |
| Rubber goods not elsewhere specified | 936 |
| Bakery products | 349 |
| Printing | 324 |
| Furniture and Refrigerators | 217 |
| Clothing | 214 |
| Confectionery | 143 |
| Slaughtering and Meat Packing | 47 |

The remainder, or 8,257, were distributed in small groups among other industries.

But labor is mobile. Only 19% of the fathers of 13 year old boys in Trenton were born in Trenton, and only 65% of the boys themselves were born in this city. A scheme of vocational try out then should pay some attention to the character of the occupations in the United States. In the Index of Occupations, Bureau of Census, 1915, are listed 428 distinct occupations and 9,000 occupational designations. Under Railway Transportation are listed 100 occupa-

tional designations. Among them are 16 different kinds of foremen, 19 different kind of superintendents, and 42 different kinds of laborers.

The time has probably come when any vocational guidance work in school should pay attention to the public service. Until citizens are taught that "a public office is a public trust" and are taught at the same time to render efficient service, there is danger in a rapid extension of the principle of civil service. Under public service are listed 38 municipal occupations, 28 county occupations, and 12 state occupations. The last could easily be doubled. Seventy two occupational designations fall under the United States Government, and 76 under the naval and military service. Under professional service are found 158 designations.

The problem of fitting the boy to the job is a complicated one. We have spoken of types of children, of "thing" thinkers, and "idea" thinkers, of object minded and symbol minded, of motor minded and have spoken rather glibly of the kind of instruction that these types of children should receive. Prof. Brewer in a recent book on the Vocational Guidance Movement, in discussing this subject says: "We still have no proof that these explanations do any more than travel in a circle. It may be that book work has been made unattractive, that the wrong kind of reading matters has been set before the boy. We know how assiduously many a boy has read about electricity because he was constantly using his hands in making and installing electrical apparatus. May it not be that it is the business of the school to balance the kinds of activity for the child rather than to unbalance them? At least this proposal has as much evidence in its favor as the other, and that it leads to a sound organization of the school program is shown by the fact that nowhere has prevocational work led to the exclusion of the symbol thinking, but always to a strengthening and vitalizing of it by relating it to the manual work. The implication seems to be that the symbols in the old school were symbols of vague things, while those in the prevocational academic work are to be symbols to represent pragmatic things—charity processes, acts of helpfulness, success in planning and in working concrete and satisfactory accomplishments. If our school work can offer to all pupils a varied program of really useful studies, shall we not have less need to ferret out types of mind to put into different kinds of schools?"

Prof. Schneider attempts a classification of 16 types but admits at once that a boy may be both book-minded and shop-minded,

both an indoor and an outdoor boy, or he may not possess any characteristic of either type.

Superintendent Thompson of Boston says that grit and courage have more to do with successful adjustment to the job than special aptitude.

This is confirmed by Mrs. Wooley of Cincinnati who tested 149 children with regard to their simple motor and mental abilities. She found that those who stood highest in mental tests were also on the whole best in physical tests.

Prof. Kitson (Manual Training and Vocational Education, January, 1915), says that "the uselessness of the 'type' as a scientific concept has been repeatedly demonstrated by experiment and as a vocational concept it falls down completely before the simple circumstance that many persons can be trained to do well a number of things."

In the Trenton Junior Junior School the pupils in the ninth year are classified in three groups, the practical arts, academic, and commercial.

In conclusion, What is the function of the shop in the Junior School?

1. It serves as an experience room in which a natural outlet may be found for much of the mathematics, drawing, science and English, of the academic department.

2. It develops an "overall" sympathy which needs to be cultivated among all city boys.

3. It teaches the boy to use his hands, and enables him to apply this skill in making useful repairs in the home.

4. It introduces the boy to the joy of service in the making of useful school projects. To many a city boy his shop experience is his first introduction to real work.

5. Finally, the shop undoubtedly has great value as a vocational try-out, but in the judgment of the writer, this value does not lie chiefly in the rapid succession of try-outs in a series of shops to find the trade of the boy's choice. In the first place, the range of work offered by any possible lay out of shops is inadequate in itself to acquaint the boy with the processes of trade and industry. In the second place, boys of normal age in the first two years of the Junior School are children probably too young to come to an intelligent conclusion concerning their future occupation. If it is said that such a choice and a large assignment of time to the

appropriate shop are the means of bridging many boys over the critical period, and thus keeping them in school, the answer is that this is an argument for a more intelligent system of education for city boys. We should accept the proposition and make it possible for any boy after 12 years of age to spend from one-third to one-half of his time in a school shop making useful things. The writer wonders whether there is a real danger in too close co-operation between the Junior School shop and any dominant industry in the community; whether the making of child labor "efficient" may lead to the exploitation of the child labor in that community.

Undoubtedly the shop experience will show whether a boy has much or little mechanical skill; whether he has a strong preference of materials with which to work; whether his preference is for large rough jobs or small jobs requiring great skill. But it does not follow that every boy skillful in the shops will follow a trade, and it will follow that many boys with no special mechanical skill or special liking for shop work will become ordinary workmen. In the judgment of the writer the Junior shop is for all boys for a much larger proportion of the boys' time in school than is commonly allowed. And the boy who, by the time he is fourteen years of age, has learned to think of his mathematics and his science in terms of useful work and who can express himself intelligently orally, or in writing, or by making a free hand sketch of his idea, has laid the foundation for a useful career.

And in the judgment of the writer, the definite vocational try-out is more likely to come between 14 and 16 years of age than between 12 and 14 years of age.

There are other things that a Junior School should do to help a boy to find himself. In closing, the writer will touch very briefly on two or three of these.

1. Every Junior School boy in grades 8 and 9 is entitled to intelligent courses in vocational guidance. These are of the greatest value and should under no circumstances be omitted. "We teach our youth about the characteristics of geographical regions, the properties of numbers, and the peculiarities of language. As they go on with their studies, we teach them the characteristics of chemical elements and compounds, the physical properties of bodies, the texture and mechanism of organic structures, both vegetable and animal, and their young minds unfold

in the presence of a world richer and more complicated than they had ever dreamed of. But about the qualities of men demanded by the world's work, about the rôle played by tact, by ability to meet men, by differing traits and tendencies of mind, as related to individual success in specific present-day tasks, we teach little. That the demands of one profession or craft are radically different from those of another, that the application of individual endowment to its appropriate task is a tremendously difficult thing, they learn only in the wasteful school of experience. . . . Every boy before leaving the elementary school should be given an accurate idea of the nature of the principal kinds of human work, the qualities demanded by them, the preparation required, the rewards offered, the advantages and opportunities for usefulness which they afford."

2. Every school system should have a vocational guidance bureau, in charge of intelligent vocational counsellors and placement agents. No system of schools should lose track of its young people under 16 years of age. During this time the boy is entitled to the most intelligent vocational direction that the community can afford.

3. Psychologists tell us that great progress has recently been made in the application of scientific tests to vocational direction. One of the pioneer investigators in this field stated recently to the writer that if an expert psychologist would devote one year to the formulation of such tests, he should be able to work out a series of tests that would have definite value in vocational direction. Probably a fair statement to make at this stage of development is that the tests now in existence are more useful to employers in selecting employees than to pupils to determine aptitude for any particular occupation.

Principal Thomas J. McCormack of La Salle Township High School, La Salle, Illinois, addressed the Association on social science.

## ON THE NEED OF A GENERAL SOCIAL SCIENCE

THOMAS J. McCORMACK, PRINCIPAL, LA SALLE-PERU TOWNSHIP HIGH SCHOOL, LA SALLE, ILLINOIS

We have felt it dimly, and in our groping way we are seeking to formulate it. Our approach is timid and hesitating. We have

suffered tradition, not reason or science, to analyze it; and our isolated academic curricula are the result. The *central* problem we have circumvented. We have lost ourselves in a maze of collateral, subsidiary issues—the result of chance historical analysis—lost ourselves in civics, economics, sociology, national, and municipal politics, public and private life.

The German national philosophy of ethics determined the world war. It was not economic or political programmes. These were factitious goals, super-added, adventitiously supplied. The driving forces were the ethical ideas and theories of the State forged by Fichte and Hegel, romanticized and emotionalized by poets and musicians, kineticized by Schopenhauer and Nietzsche, and hypodermically injected into the volitional tissues of the German people by Treitschke and his horrid crew of historical and sociological coadjutors, the German schoolmasters. The force of the great catapult that struck Europe in August, 1914, was drawn from an educational campaign, the most stupendous of history—backed by a national philosophy of ethics, perverted in its ideals, but definite, compact, unified, and thoroughly coherent. Desire for food and land leads to strikes, forages, migrations, colonizations, and even to immolating cataclysms, but never to systematic world-wide conquest. Carefully constructed ideas and ideals, translated into dynamic, collective forms of action, are requisite for such concentrated and planful enterprises. And such ideas and ideals are the offspring always of some national ethical philosophy, which has as its handmaiden applied sociology. Education, with perverted or imperfect ethical ideals, has brought the world to its present pass. Education with corrected and perfected ethical ideals will reconstruct the future. *The central problem is the ethical problem.* Even with Plato and Aristotle, with whom the State was all-sufficing, the State existed for the sake of the *good* life; and even with Fichte and Hegel, in their darkest Prussian hours, the end of life was the spiritual and material freedom of the ethical or social personality.

It would follow that instruction in ethics, both systematic and incidental, as drawn from texts, syllabi, the life of the school, and the subjects taught in the school, should form the core and background for the reorganized programmes of teaching the historical and social sciences. Theoretically and historically ethics, which is the science of right conduct in both public and private life, is synonymous with sociology. History supplies the data, the philosophy of history,

which anciently was a branch of ethical science and which later became sociology, supplies the interpretation. Civics and politics, in so far as they are regulative or formative, and are concerned with social justice, in so far as they are not descriptive and concerned with structure and mechanisms, fall under this great classical heading. The mainsprings of conduct whether public or private are matters of ethics or morals; and the central insistence should be placed upon this energizing source of social thought and action. France perceived this truth after the War of 1870, and as a result formal courses in ethics were introduced throughout the entire school system of the nation. It is *possible* that the recent consistent patriotism and heroic achievements of the French nation were due in part to the civic instruction so received.

What precise form ethical instruction shall take in our schools lies without the scope of the present paper. But if we hold tenaciously to the reasoned conviction that the ultimate, hallowed aim of democratic education is the development of the social or ethical personality, it is evident at once that this objective will include by implication vocational education, education for health, education for citizenship, education for the home, education for leisure, as well as the old-time mastery of the fundamental processes.

## II

Let us look briefly at what has been suggested on the civic or social side. I have kept precise mental note in recent months of the suggestions made in the lay and in the educational press for the reorganization of the secondary school curricula in civics, history, and the social sciences. The material indicated as absolutely indispensable to the equipment of the adolescent for social and political life is nothing less than appalling, nay is pyramidal in quantity. Under penalty of civic excommunication, one writer would make a thorough knowledge of the tariff, the income tax, the inheritance tax, control of corporations, banking systems, public ownership, money standards, and the rest compulsory for high school graduates. Surely this could scarcely be done under less time than a year devoted to economics.

Again, the demand is made for a compulsory course in sociology, with a minute study of such subjects as prohibition, housing, woman suffrage, legislation, hours of labor, minimum wages, child labor laws, unemployment, and the problems of women and children in the industries. Could such a broad program be compassed in less than a year?

A very able writer in "The New York Times" recently demanded a whole year of study in high schools for pure municipal problems, such as transportation, control of monopolies, housing of the poor, questions of education, etc. The same writer asks for a separate course in questions of public health ranking in importance with biology and the courses in personal hygiene. If to the latter we add the courses in ethics which we suggested, we shall have given to the social sciences in our secondary schools time equivalent to at least four units of work and shall not yet have included the courses in history, which of old formed the great background of illumination and inspiration for the study of the social sciences and which are just as important still for funishing the central concepts and the terminology for the understanding of public and private life and for the development of all that is implied in the term civilization.

Doubtless in the other sections of this meeting at this very moment other special pleaders are clamoring for four years of general science, four years of English, four years of vocational work, at least three years of mathematics, and at least two or three years of language, not to speak of instruction for health and for leisure in its various aesthetic forms.

## III

Surely some sort of compromise is necessary. Even the most fanatical protagonist of the social studies will admit that two years of general science are necessary for the comprehension of our industrial and material environment, that at least three years of English are necessary, and so on. Furthermore, the difficulties of administration and of the execution of the formal plans of the curriculum-makers are enormous. Side by side in nearly all our high schools we carry three types of study in each department, the one designed for the pupil who leaves after the end of his first or second year, the second for the pupil who ends his academic education with the high school, and the third for the high school graduate who goes to college. The complications thus created again are little short of anarchic. We principals of the smaller secondary schools, say from three hundred to five hundred pupils with relatively limited teaching forces, are only too ready to admit the desirability of all that the most zealous Utopians demand for the social and political equipment of the high school graduate, but we also know equally well that what is desirable is not the same as what is feasible. Beneath the turgid wealth,

beneath all the weltering chaos of suggestion offered by the curriculum-maker and the lay critic for compulsory injection into the high school pupil lie certain very definite fallacies and assumptions that are rarely analyzed and considered. It is assumed, for example, that what normally we elect adults acquire by repetition and by living contact through life-long careers in business, manners, and morals, in economic and social experience, can be mechanically and permanently injected into the superorganic tissues of the young by four years of exposure and pedagogic impact; it is assumed that what with only a few of us is the flower of a life time of slow organic growth and of intelligent selective absorption is capable of being texturally annexed and functionally engulfed by the adolescent organism in a fraction of that time through abridged homeopathic manipulation. It is assumed that each adolescent individual has the same specific absorptiveness to the pedagogic attack, that he has the same physical and mental heredity, the same social environment and traditional stimuli, the same will to study and to receive. It assumes that he is always present and eternally subject to the exposure; it banishes all administrative, physical, economic, and sociological obstacles as non-existent: assumes, in fine, the eighteenth century ideal that every human individual is educable and within reach of the official educative forces. The result has been pedagogical metaphysics, the construction of a mythical and fictitious adolescent being, which exists only mentally in the animal kingdom. The curriculum-maker and the magazine critic have, in other words, created a hypothetical figment, an artificial *homunculus adolescens paedagogicus*, a creature of the theoretical imagination, a thing of the mind, fashioned after their own abstract image, and have tossed its polished skeleton to the secondary teacher for the putting of raiment on its awful anatomical nudity.

But we in the schools are grappling with concrete living beings in the elusive flesh, who are sometimes here and sometimes not here, who are sometimes receptive and mostly not, who differ by nature, environment and tradition in their respective willingness to study and to receive. The manufactured type-form appears only at times and evanescently. And so the metaphysics of the professional speculator always leaves us helplessly in the lurch. The theoretical aviator drops his message and soars in abstract meditation practice-free to fields of lesser entanglements.

IV

Economy is necessary. We must concentrate and adopt some curricular device for compassing the embarrassing riches offered for absorption in the domain of social and political action, remembering that what we demand is rarely if ever practically present in the person of the average adult citizen, and ideally present only in a few rare and leading personalities of select communities. The Report of the Secondary School Committee on Social Studies, (U. S. Bureau of Education, 1916, No. 28) admits that it is impracticable to include in the high school program comprehensive courses in each of the social sciences, yet contends that it is unjust to the pupil that knowledge of social facts and laws should be limited to the fields of any one of them. It affirms further that not a comprehensive knowledge of any or of all of the social sciences is the desideratum, but experience and practice in the observation of social phenomena often encountered, appreciation of the complex character of social problems, and skill in the habit of forming dispassionate social judgments. In view of these requirements and difficulties it suggests for the last year of the high school the study of "concrete problems of democracy" as they appear in their varied economic, social, and political forms.

This proposition has our full assent save as to the suggestion for its execution, which would evidently have it conducted in connection with actual situations contemporaneously occurring, and through the widespread use of current literature and numerous reference books. The library equipment of most of our schools is too inadequate for the efficient conduct of such work. The equipment and experience of the average teacher are certainly insufficient for its execution, and the results of such diffused and unorganized courses are usually incoherent and unsatisfactory. We need text-books, we need syllabi, we need handbooks for definitions and terms, and some such cooperative material as was suggested in Dr. Judd's report last evening of the Committee on Social Sciences. It is absurd to imagine that here any more than anywhere else we can dispense with drilling for definite conceptions, or with hard work leading to the incorporation within our intellectual systems of the great fundamental conceptions of history and society.

In the schools of the old countries this matter has been met by the preparation of so-called "introductions" to various studies, so-called propaedeutics, or encyclopedias in miniature. The Institutes of Justinian were such an introduction to the Roman law. For

knowledge to be assimilated and retained we all know that we must repeat and repeat, review and review. The civic and social education of the average trained member of our American democracy has been a life-long process. Yet we assume that in the secondary school it can be given to adolescents *en bloc*.

What actually can be given, we all know, are only superficial surveys, points of view, glimpses of method, and suggestions for critical attitudes and for appraising states of mind. Admittedly, definite dogmas can not be taught in economics, sociology, or political science. No one can say whether the absolute truth is resident in free-trade or in protective tariff, in private or public ownership, in socialism, in anarchism, or in communism. The most we can hope to inculcate is some sort of constructive political imagination, some sort of reflective and critical social power. We must seek to develop social and political *critique*, sensitiveness, tact, and delicacy of judgment for the practical situations of life; above all, we must cast out once for all from our individual and collective modes of thinking the simplicist habit of regarding social, economic, and political problems as admitting of definitive dogmatic solution. We must in the field of social and political life get rid of the mathematical habit of thought, and cultivate that charity and skeptical poise of judgment and suspicion of final solutions, which comes from full experience and full knowledge of the world.

V

These aims are at present partly met in the text books of community civics and of vocational guidance, and in such schemes of instruction as are indicated in Tuft's "The Real Business of Living," where we have outlined the history of social and political structure as the foundation of the conceptions regulating both public and private life. But the background of all this instruction must be ethical. The great task of present-day social education is the teaching of ethics in a modernized, socialized, and practically applicable form.

With respect to the economy demanded, we have in the last fifteen years lived through the same experiences in connection with the physical sciences. The amount of scientific knowledge considered necessary for a person of liberal education grew to such unmanageable proportions that the device of abridgement and syncretism was resorted to with both success and satisfaction. In the educationally barbarous days of the mid 19th century General History arose from similar causes and from like considerations of economy. It was ostra-

cized by the specialists and in the '90's we reverted to the isolated courses for the separate national developments. I am one of those who as a boy studied general history, and, although in later years, through the accidents of my career, I probably studied more history than the average professional teacher of history in secondary schools, yet I attribute to that original crude survey more than to anything else my liking for historical reading and my grasp of historical relationships. We shall, I believe, construct again for the average citizen-student, who is to go no farther than the high school, a modernized course in general history. Here, too, the beginnings have been made. We shall also have, I believe, a one-year course in General Social Science, not emasculated, not of the diffuse, quicksilver type, but with minimum requirements as to definitions, terms, and fundamental conceptions, a study which will require some voluntary concentration on the part of the student as well as afford stimulus, attraction, and interest for minds of all types. But in all our plans we must remember that, while theoretically in democracy all are called, yet few only are chosen, and that in teaching citizenship, instruction can not at the same time be for both leadership and for appreciation. For intensive study the time is too short, but it is still sufficient for the teaching of points of view and of attitudes. It would cover the entire field mentioned in the Report of the Secondary Committee on Social Studies, and would embrace in addition brief talks on civil and criminal law and on the psychology of evidence, also a part of practical ethics.

Suggestions have been made by eminent writers that in our future legislative program for Americanization the rights of suffrage should be curtailed to the extent of bestowing on candidates of high proficiency in citizenship increased political privileges and power, of which plural voting is one form. And in this connection I can not refrain also from mentioning the suggestion of the great political writer, Bluntschli, made in the middle of the 19th century, that the conferring of citizenship upon any man should come only after reasonable, careful political education, and should be sanctified by a ceremony which might be aptly designated Civic Confirmation or Civic First Communion.

To some such enlightened views doubtless the recently increased interest in social studies will lead. But whatever the outcome, the practical exigencies of administration and economy of time demand the digesting and the codifying of the vast wealth of social and

historical material deemed necessary for secondary instruction, into some sort of a General Social Science, in which the emphasis shall be placed on energizing *ethical points of view.*

PRINCIPAL EDWIN L. MILLER OF NORTHWESTERN HIGH SCHOOL, DETROIT, MICHIGAN, CHAIRMAN OF THE COMMITTEE ON CURRICULUM, gave the following report:

## REPORT OF THE COMMITTEE ON CURRICULUMS

Chairman Miller, reporting for the Committee on Curriculums, said:

"The committee on curriculums can at this time undertake little more than to report progress. The brevity of our period of preparation and the importance of the subject require that we have at least another year for study and a much longer period than thirty minutes for the presentation of our report. We are able, at the present time, however, to lay down certain fundamental principles which should determine the construction of the six-year high-school curriculum, and to make some suggestions in regard to required and elective subjects. I shall endeavor to state the general problem. Mr. Cox will discuss the core or basic subjects, and Mr. Stetson will talk about electives.

"We agree with the main objectives of education as stated by the Commission on the Reorganization of Secondary Education. Their conclusions amount to this: Program making depends upon the object of education. The object of education is complete living. To live completely one must have health, a command of fundamental processes, the ability to be a worthy member of a home, a vocation, proper training in citizenship, the power to use leisure in a worthy manner, and the kind of ethical training which is necessary to give all of these possessions their full value.

"These aims require that, in the organization of the secondary school program, attention be given to the following objectives:

1. Health, which included instruction in health habits, physical training, supervision of play, and co-operation with extra-school interests.
2. Fundamental Processes. Reading, writing, and arithmetic.
3. Worthy Home-Membership. Proper attitude toward present as well as future home duties; use of music, art, and literature in the home; household arts for boys as well as girls.

4. Vocational Education. Vocational guidance and vocational training.
5. Civic Education. Geography, history, civics, mathematics, and literature.
6. Use of Leisure. Music, art, literature, drama, society, athletics, and avocations.
7. Character.

"This foundation being accepted we are at once face to face with these questions: 'Does the present course function? Can each subject in the present curriculum be justified on the ground that it contributes definitely and vitally to some or all of these seven ends? If it does not, is the proper remedy reform from within or elimination?' These questions at once raise a score of others. For example, our committee is unanimous in the belief that Latin as now taught cannot be justified but that by means of internal reorganization it may and should be so reformed as to justify itself. History probably should be so reorganized that every pupil may gain a bird's-eye-view of general history. American history perhaps should be taught with the idea that it begins not in 1492 but in 449. For algebra it may be that practical mathematics should be substituted. These are all typical problems which demand discussion, study, and solution. In general, we believe that the right procedure is not elimination but reform, and we recommend with this in view that teachers be invited to test and justify their own subjects in the light of the seven fundamental aims. We ask further that our committee be continued, that it be given the privilege of calling in experts on the various subjects of the curriculum, and that it be granted sufficient time to prepare a full report."

Mr. Cox followed with a statement of the committee's views on the subject of the *core or required subjects*. Tentatively he stated that, in Grades 7–9, English, mathematics, the social subjects, science, the manual arts, and physical training should be required, the first two five times a week for the three years, the others less often. Mr. Stetson reported that, in Grades 7–9, music, drawing, English literature, Latin, French, and Spanish should when possible be offered as electives. Beyond these preliminary statements the committee was not prepared to go.

COMMITTEE ON CURRICULUM

Principal Edwin L. Miller, *Detroit Northwestern High School, Chairman.*
Principal Philip W. L. Cox, *Junior High School, St. Louis, Missouri.*
Principal William A. Wetzel, *Trenton, New Jersey.*
Superintendent Paul C. Stetson, *Muskegon, Michigan.*

DR. THOMAS H. BRIGGS, ASSOCIATE PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, read a paper on the use of scientific tests.

## PROVISIONS FOR ABILITIES BY MEANS OF HOMOGENEOUS GROUPINGS

THOMAS H. BRIGGS, PH.D., ASSOCIATE PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

I fancy that one of the most grimly humorous chapters in the future history of education will be that dealing with the struggle in the first quarter of the twentieth century. The historian will find in our periodicals masterly expositions of the values of the various subjects now in our curricula, and with them, unfortunately, diatribes that contain, not always in the polite diction supposedly peculiar to the academician, charges that stop short only at arson and murder. Why was it, he will ask, that the classicist could see no good in the program of the scientist? And why was it that a little later the classicist and the scientist joined hands to keep out of secondary schools the national program for industrial training?

The answer, I think, will from the point of view of the future be perfectly patent. The various advocates in their enthusiasm for their several subjects had never learned the simple fact pointed out by Josiah Royce a generation before, that it is inconceivable that the learning of the ancients, which has underlain the progress of our civilization, should suddenly become useless; it is ridiculous that the great corpus of scientific facts which has made possible modern life should not be worth further study; it is preposterous that the eighty-five per cent of boys and girls who are to earn their living in commercial and industrial occupations should not have training that will give them some degree of skill. But as no man can be "a philanthropist, statesman, warrior, and African explorer, as well as a 'tone-poet' and saint," the necessity of election forces us to ask now, as we

shall inevitably ask in the future: for what is each type of training good? for whom? and at what time?

The science of education has taught us nothing so convincingly as the facts of individual differences. Whenever measurements have been made, we have learned that even in supposedly homogeneous groups there are astounding ranges of difference, in both innate and acquired traits. Some of these differences are easily superable, others superable at a greater cost than either the individual pupil or the public can afford to pay, and some are so implicated in the neural system that no efforts whatever can remove them. We very generally have come to profess that secondary education should be adapted to the abilities, aptitudes, and most probable needs of the individual, and that it no longer can be defended as a procrustean bed which everyone, even at the loss of one extremity or the other, must be made to fit.

Thus our profession. What is the practice? The answer is found in the varied curricula and regulated elective systems of our larger progressive high schools. They are blazing a trail that can not but be followed by the smaller schools under some modified form of consolidation, as in Vermont, when the public throws off the blinding pall of tradition and seeing the light is willing to pay the price. The differentiation of subject-matter in terms of probable future needs so well begun is not likely to be abandoned.

But what of differentiation in terms of abilities? The marvellous growth of our high schools in the past generation has brought into registration to-day approximately a million and a half boys and girls—an army that includes the dull as well as the especially gifted. The recommendation of the Commission on the Reorganization of Secondary Education that the high schools "admit, and provide suitable instruction for, all pupils who are in any respect so mature that they would derive more benefit from the secondary school than from the elementary school," when more generally put into practice will introduce a still greater range of abilities, for all of which we have an obligation to provide.

In almost any high school class of normal size we find pupils who can read, memorize, and retain from two to four times as much as some of their fellows. When we attempt to teach them all the same facts—to say nothing of attitudes, skills, and habits—we must neglect and eliminate some and overteach or underteach those with whom we concern ourselves most. The range of abilities increases when there

are several sections of the same class, since the larger number of pupils is likely to include larger deviations from the central tendency; but instead of increasing the complexity and difficulty of the problem, the larger number simplifies it. The solution is clearly the segregation of the pupils into groups as highly homogeneous in ability as possible. There is no assumption here of sharply defined classes of dull, normal, and bright pupils; every measurement shows that high school pupils tend toward a normal distribution—the number decreasing as the ability is removed in either direction from the average.

With our increased knowledge of the facts of individual differences is coming a more conscious effort to provide for them—a tendency that has been given tremendous impetus and dignity by the work of the classification boards in the army. When education there became an obviously important matter, a matter of life or death not merely for the individual but also for his fellows, the need for selection and assignment according to abilities was regardless of all obstacles acknowledged, and the brilliant work of Thorndike, Scott, Yerkes, and their associates has set a pattern for the schools of the future.[1]

Our schools have for many years been fortuitously struggling with this problem. An extra subject is frequently assigned, though illogically about as often because of previous failure as of special ability; double promotions have been given to those judged able to make up the studies failed; minimum work has been assigned the class with additional work for the gifted or industrious; and more recently weighted credits have been used to reward the good students and to penalize the poor. But I am proposing the general adoption of a program that is the logical result of the facts and our professions of equal opportunity—the organization of classes into groups homogeneous with respect to ability, with the expectation that each shall progress at its optimum pace. Such a plan is already used in a number of schools: I have seen it in operation at Indianapolis, Rochester, Montclair, and New York, and it is doubtless used in many other places. Is it not a strange commentary on the induration of educational practice that while we have long since adopted this program for the defective and feeble-minded, we have made no widespread effort to extend it to the so-called normal pupils and to those who gifted by nature and favored by nurture are destined to be the leaders of men?

[1] See The Psychological Bulletin, 1918.

The objections to such segregation are well known, having been adduced, usually with more rhetoric than reason, whenever the plan is proposed. They are three: first, the dull need the stimulus of the bright; second, the gifted pupils will tend to overwork; third, there will result a stigma on those classified in the normal or slow moving sections. There is time for only a word of comment about each of these objections. It is true that everyone needs a pace maker; but inasmuch as no group can be entirely homogeneous and as few if any pupils work consistently at the level of their ability, there will always be some encouragement of superior achievement whatever the classification. Moreover, the stimulus of the pace maker, with rare exception, decreases in proportion to his distance from the one to be encouraged; not even a horse trainer would expect a green colt to do his utmost when placed by a Directum vanishing in a dust cloud far down the track. Furthermore and finally, I have no hesitation in maintaining that the gifted pupil has his rights no less than the dull or the lazy and that these rights are not rewarded when he is constantly held back and encouraged in habits of dilatoriness and half-effort for the sake of others.

The second objection, that gifted pupils when grouped together will tend to overwork, has little of fact to justify it. Some pupils unfortunately do overwork, but intellectual gout is not frequent in high schools. The break-down from study is never due to a pupil's moving with his fellows similarly equipped at their optimum pace, as is proposed, but rather to an attempt to keep up with requirements that are too difficult. A stigma from being judged less able than some others may result, though later I shall propose a plan to reduce its probability and its sharpness. But at its worst, is such a stigma worse than that resulting from the constant consciousness of inferiority in class and the consequent failure at the term's end? Experience with the plan of homogeneous grouping for several years has shown little bad effect on the pupils, who accept their classification in the spirit of the teachers; and, surprising, as it may seem, there has never been one objection from the parents, who from time to time were frankly informed of the plan.

Knowing that great ranges in ability exist in a group of incoming pupils, how can a principal make his groupings so as to save money to the public, prevent unnecessary strain on his teachers who would otherwise attempt the impossible task of carrying the entire class at the same pace to the same goal, and avoid discouragement to the inapt

and retardation to the fit? If one asks how he can do this with no mistakes, the answer is short and simple: he can't. But he can use any one of several methods which will probably be as accurate at the beginning of the semester as the marks assigned by his average teachers will be at the end. Lacking omniscience and infallibility, he must as the trustee of the public make his program for the good of the group and correct mistakes of judgment as rapidly as he can, and he must make serious and continued effort to discover them. First of all, he may classify his pupils on the basis of the marks that they have received in several years preceding; second, he may use these marks supplemented by the recommendation of the teacher or teachers who have last had the pupils; third, he may use several weeks or even a whole semester in trying out the pupils before classifying them; or, fourth, he may use a battery of standardized tests.

Any one of these methods will give results more or less satisfactory so far as the pupils at the extremes of each group are concerned; there will inevitably be uncertainty regarding the point at which the line of division shall be drawn between any two groups. For these borderline pupils it will make little difference whether they are placed in an upper or in a lower group. They will find close kindred in either one and certainly they will be no worse off than when classified as they now generally are, according to the seats that they chance to take or the letters with which their names begin. The advantages must be looked for in the groups as wholes and in those pupils who are unquestionably removed from those far different from them in ability and in industry.

The only criterion by which we can measure the success of such classification is the extremely inaccurate judgment by teachers of success in school work. Consequently no perfect correlation can be expected between prognosis and class marks. Other factors making against perfect correlation are varying degrees of industry that pupils manifest, home conditions, and absences for any causes whatever. Consequently, any pupil who is found to be in a group that is moving at a pace too fast or too slow for his good should be summarily transferred. This does not mean, of course, that we should relax our efforts to get from every pupil the best work of which he is capable. The tight trace hauls the biggest load.

In 1915, preparatory to the opening of the Speyer experimental junior high school, which is operated jointly by the City of New York and Teachers College, a study was made of the 275 boys who

entered from the upper sixth grades of five or more public elementary schools. Among the data concerning them were their marks in the elementary grades and their records in ten standardized educational and psychological tests. On the basis of these records the boys were ranked according to estimated ability and divided into groups of twenty five, the limit being set by the number of seats in the recitation rooms. In the first weekly conference the teachers were informed of this phase of the experiment and told that the grouping was tentative, to be modified whenever they could agree that any two boys should change places. (Since the rooms were full, no other pupil could be placed in a group until one had been removed from it.) They were told, too, that they were expected to carry each group forward at a speed that seemed best for its powers of learning.

At the beginning of four successive terms new groups of pupils who entered the school were similarly classified, each having been measured with new combinations of tests, the effort being to secure a battery that could be taken by a considerable number of pupils simultaneously and that could be scored with the most economy of time and effort. These later groups were all measured by the teachers of the school, none of whom had received any training in the use of tests other than that given for the occasion by the educational adviser of the school. Until schools are more generally supplied with bureaus of measurement, no such plan as is presented in this paper can be used unless the teachers themselves can easily be taught to administer and to score the tests necessary for classification. There is no question that an extended testing of each individual pupil by some such scale as the Terman revision of the Binet-Simon measures will yield more accurate results; but at present the expenditure of one or more hours by an expert on each pupil is practically out of the question for our public schools.

As the term progressed the teachers from time to time maed transfers of pupils from one section to another, usually because it became apparent that they had been badly classified. In a number of cases, however, the transfer was reversed a few weeks later and the pupil found himself in the same group as before. It was not always easy to decide whether the tests were in error or not. One boy, for example, formed a friendship with two others whom we had judged more gifted than he, boys who proved to be students in the best sense of the word. As a result of the association, Norman worked even beyond his ability, at least so it seemed, to keep in the group of his

friends, where he maintained himself until graduation. Another boy was as a result of the tests placed in the lowest group, but moved by successive transfers upward one class at a time until he won recognition in the top half-score in the school. The teachers testified that he was correctly placed at the beginning and that their promotions, which it must be noted were class by class, were warranted by a steady development. Unfortunately Isadore was not studied by a psychologist during his translation; we should all like to capture the secret from which his growth resulted.

At the end of each term, the teachers were requested to rank in the order of ability all of the pupils in their classes. (Because of the organization a few of the teachers came in contact with every pupil, and others with not more than half of them.) From these rankings, which were entirely separate from the marks given for class achievement, was made a composite ranking to represent the best judgment of the entire corps as to each pupil's relative ability, whether he exercised it consistently on his lessons or not. That even this composite ranking was inaccurate goes without saying. When, as not infrequently happened, one teacher after close association with a boy from five to fifteen months ranked him forty or even seventy places from the average given by three or four other teachers, one must look further than specific inaptitude for mathematics or Latin or any other subject of the curriculum. Of course, on the whole the teachers agreed very well among themselves in their estimates of pupils' general ability, but a study of their reports leads to the conclusion that a group of representative public school teachers, all interested in their work and with their attention constantly directed toward the pupils as individuals, are after months of instruction in classes of ideal size unable to judge with anything like accuracy the relative ability of their pupils.

In the absence of anything better, we must use this composite ranking as a norm with which to compare the prognoses made from a study of earlier marks and from the standard tests. Incidentally it may be remarked that the classification of the boys by the approximately thirty teachers who had them in the sixth grade proved to have no positive correlation with any other estimates that we were able to get of their ability or effort; the subjective standards of these teachers were too widely different for the "good," "fair," or "excellent" of one to be compared with similar terms from the others. Both the prognosis made from earlier school marks and that from the

standard tests proved highly significant of what the pupils would do in their subsequent work. In the order of their merit we found a composite of all sixth grade marks least indicative of what the boys would do, a composite of all marks in grades I-VI inclusive somewhat better, and the ranking by the tests easily best of all. In fact, if I had to rely on the rank given a boy after two hours of testing or on the judgment of the average teacher who had had him in class for five months, I should with little hesitation choose the results of the tests. But even previous school record, especially when supplemented by the grade teachers' judgment, will assuredly afford a classification better than that based on the alphabet, the neighborhood, or chance selection. Let me repeat again that any such classification as has been proposed should be only tentative, to be modified whenever it appears that a pupil can work to better advantage in another group.

If the plan of homogeneous grouping is to prove successful, the teachers must be closely supervised, especially in the first few months. Being accustomed to attempt the same amount with each section of a class, the average teacher finds it difficult to break sharply from the practice. But if after several weeks a group of dull pupils (D) have advanced over the same matter as a group of bright ones (B), than either D have been under-taught or B have done less than they could. If quality of learning x is satisfactory for D, it should be satisfactory for B; and if quality of learning y is desirable for B, then surely it is desirable for D also. The teachers must be led to find what the optimum pace for each group is and supervised until they learn to maintain it. In conference the teachers and principal should at the beginning of the term estimate approximately what each class may be expected to do, and then, as under the plan now in general use, progress should be roughly regulated by the program.

It is notorious that we have very indefinite standards as to what constitutes success in any of our high school classes. In almost any school one can find pupils among the freshmen who can sing better, compose English better, work algebra better, and surpass in anything else that they have studied, other pupils who are classified one, two, or even three years beyond them. Consequently, lacking definite objective standards, a teacher is likely to make one according to the abilities of the particular pupils he is instructing. Just about so many will pass with an "A" mark and so many fail, whatever the method of classification. (I remember hearing a friend speak of a pupil in a home for the feeble-minded as "the brightest little fellow you ever

saw," and I have more than once heard university professors characterize a candidate for the doctor's degree as "a man without brains.") Consequently, the principal in his capacity as superviser must endeavor to keep before each teacher of supposedly homogeneous groups some standards by which the progress of the pupils may be compared with that of others who are more or less gifted than they. If possible under this plan each teacher should have sections that are not continuous in estimated ability, for the differences between two groups that inevitably overlap will not always impress a teacher as significant at all. If in a large high school there are six sections of a class, assign to teacher A sections 1 and 4, to teacher B sections 2 and 5, and to teacher C sections 3 and 6. Then even the wayfaring man can detect differences worthy of any teacher's attention.

From homogeneous grouping, as from any other proposed for organization, one must not expect too much. There has unfortunately sprung up a slogan of "two terms work in one" or "three years work in two." Gifted pupils have accomplished this amount of acceleration time and time again, but it is not reasonable to expect to find in any group of boys and girls one half of them who have two hundred per cent as much, or one hundred fifty per cent as much, ability and energy as the other half have. It is unfortunate that our two-semester year makes us think in terms of two in one. The ideal is to segregate pupils as homogeneously as possible and then to advance each group at its optimum pace, whether that be half normal or three-fourth normal or one and one-fifteenth normal. Any difference that results in substantial progress of the group without the unnecessary retardation of some and the discouraging failure of others equally earnest is surely worth seeking.

As a result of experience, may I suggest that every effort must be expended to prevent the more gifted pupils from being puffed up with pride and the less fortunate from ridicule or raillery. The first step, of course, is to insure on the part of all teachers a full understanding, not only of the plan but also of the psychology of individual differences, and to seek from them full sympathy for each pupil whatever his classification. It is wise to make the groupings with no advertisement whatever and to indicate the groups by some nondescriptive names, as "Mr. A's class" or "Room 327." If, as is inevitable, the pupils learn later the plan of organization, the information will come gradually and after each one has become accustomed to the place assigned him. I suggest further that the pupils should be

thrown together in the gymnasium, music classes, assembly, etc.—in short, whenever the types of abilities used for segregation are not important. The assumption is that we can as yet secure only a rough estimate of something called "general ability" and not a workable prognosis of special ability for each subject in the curriculum.

As a rule, teachers prefer the bright classes, though there are those painstaking saints who with a missionary sympathy and zeal elect the dull. This preference for the bright is of course due to the fact that they are thought to be easier to teach, or to the subconscious realization that they are not so likely to bring discredit whatever neglect they may receive. It is easy to get the bright pupils over an amount of work that taxes the normal and is impossible for the dull; but to teach the gifted to the extent of their ability, to keep them consistently expending the amount of energy that we demand of others is no mean task. Here is a demand again for *similia similibus:* only the gifted can adequately lead others with gifts; almost any teacher with patience and perseverance can get from the dull the best work of which they are capable.

The results of our two and a half years of experience with the plan of homogeneous grouping will be published later, when the boys have gone further on their courses in higher schools. Here it is sufficient to say that in no single instance have we felt that a pupil lost anything material by his classification; in the great majority of cases, the pupils were happier in their work and made better progress than they otherwise could have done. Some saved a year in their secondary school education, some a half-year, and some nothing at all; but none who remained a full two years (the elimination was very small) failed to be certified by their teachers as satisfactorily doing a full two years' work. Gratifying results have been manifest in the teachers themselves: their work has been more interesting, they have had less strain, and they have felt better satisfied with the results than under the usual organization. All of them have testified that they never wish to return to a plan whereby the classification is fortuitous and the expected progress uniform.

## *FOURTH SESSION*

The fourth session was held at 2:00 P.M. in the Pine Room of the Stratford Hotel on Tuesday, February 25, 1919.

Mr. Sterling A. Leonard, Teacher of English, Lincoln School of Teachers College, Columbia University, read a paper on the socialized recitation.

## THE SOCIAL RECITATION

STERLING ANDRUS LEONARD, THE LINCOLN SCHOOL OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY

The term social or socialized recitation has been used to describe a great array of conflicting and often contradictory practices. Most often it has meant merely some sort of visible change in the way classes happen—sometimes a parliamentary organization with "a cumbersome secretary" and points of order; or again, children scurrying here and there draped in portieres or cased in pasteboard armor, or dispersed at such diverse jobs as "washing winders" and writing free verse. I do not want to venture an analysis of such methods and managements. It seems rather more profitable, if less diverting, to try digging under the whole affair and coming up into it from the bottom. If we can discover what the recitation structure should rest on we need not be greatly troubled by the diversity of occupations going on in it; we can assess them at our leisure in view of what they are all about.

### The Center of Purposing

I want, then, to define a social recitation for the term of this discussion: first, as one in which the center of purposing is in the child; and second, as one in which his purposes are in considerable number and degree broad and social, not immediate and individual and egotistic only. That is to say, it includes any school activity in which a pupil knows what he is doing and what for—has a real purpose of his own and not a suppositional one—and that, a recognizably whole-hearted and socially valid purpose. I have not limited myself to the formal meaning of recitations only, since in really directed study or other significant activities there are usually, I believe, all the values of good recitation, and vice versa.

Why define a social recitation thus in terms of purposes? Simply because nobody can do anything, except make purely unconscious habitual or reflex movements, without his own control and intention. One can of course be put through movements as a monkey's leg is made to kick by a tap below the knee. But certainly no activity worth

considering here, none significant educationally, happens outside the conscious willing and choice of the actor. "You can lade a man to the univarsity," said Mr. Dooley, "but you can't make him think." Real thinking is, of all things, exclusively purposive, though of course the results of one's thoughts are by no means always recognizable as akin to the purposes that animated them.

There are, however, as many distinct kinds of purposes as of thoughts and actions—and results. To define clearly the one that makes recitations truly social, may I indicate four types which are to be observed in any school? Here is the first: At the very lowest and worst, one does a thing because he prefers doing it—to being kicked. A pupil punctuates sentences or writes themes or recites—by his own volition—because even these things seem to him preferable to shame, disgrace, failure, sharp violence of diatribe—much as men do abhorred daily tasks to fend off starvation or ruin. But all the time a large part of the pupil's force is being spent in hatred, kicking, and unsatisfied repression of incessant counter-impulses. Altogether there is an enormous dissipation of energy upon keeping at work, rather than its hearty direction on doing the job well and workmanly.

Now, precisely this struggle, I am aware, seems to be meant by many writers who insist on the valuable moral discipline of doing tasks as a stern duty. But we all know quite well the kind of moral effect that such conditions really do generate. In my own case, arithmetic and algebra, often stupidly mistaught—in former times—aroused in me no sense of worth and purpose. I hated the subjects, and gave them just enough effort to avoid trouble. But only recently I found the mathematics of statistics—series and correlations and the like—essential for making clear to myself and others precisely what I was accomplishing. So I turned to and ground thru a pretty solid course in this. It was no less difficult and painful than my high school courses had been—more so, I think. But the habits of work developed, the results I got, and, in particular, my spirit in reaction were altogether different—were like what one does get from any work no matter how hard or uninteresting, that is clearly significant and real. Every one of you, no doubt, can similarly contrast in your own remembrance a case of angry revolt and advance under protest—you will have to look back some distance to discover one, I imagine—with some period of intense application to a piece of downright unpleasant and grinding work that you carried through because you saw its bearings, knew that it was of value and of what

value. You recognized what you were doing as drudgery and disliked that; but you pounded away at it in good spirit because your recognition of value in the thing itself or in its issues, and not any arbitrary and outside compulsion, held your attention. There is no question, is there, which work brought the more salutary discipline, let alone which of the two was the better job?

There are inescapably bred, with any activity, states of mind, moods, attitudes; and in educational matters these are often more significant than the particular habit in spelling or grammar which we are for the moment dinning at. A part of this result in feeling and attitude—the strengthening and wholesome part, where there is any—is what we mean by the discipline of the activity. But is the state of mind generated by hated compulsions of shame or fear—compulsions in the sense that they set up alternatives that are worse than the activity from which they represent the sole escape—is this state of mind an invigorating and moral one? Does strength of will ever actually develop out of weak or out of angry submission? For by strength of will, by discipline, we can mean only *one's own* strong purpose and determination to carry through hard things—one's own "systematic and persistent effort that proceeds irrespective of immediate desire." And what reason has ever been given us for believing that dictation and mastery by someone else, whether ardently resisted or weakly yielded to, ever grow into real inner force and power? We speak at times as though there were something mysterious and incalculable about the will. Is it not a name merely for such strength and continuity of interested purpose as heeds no obstacle, no distraction? It is likely that many things contribute to this desirable growth, but extremely unlikely that a regime of the sort of Hobson's choices I have described, sometimes known as a disciplinary training, has anything to do with aiding them. Back of the contention that those school activities are best worth while in which pupils "purpose whole-heartedly" because they are doing real things and recognize their significant reality, true discipline turns out to be the fundamental ideal.

Naturally one should not overlook the converse of this position. In talking to pupils, one emphasizes it: that no reasonably intelligent person can work hard at any decent job or study without becoming interested in it. This, however, is of course conditioned on the job being "decent"; it must have some sense and meaning; and it must be, if just beyond the pupil's grasp, certainly within his reach if he

reaches hard. *These conditions are what we have constantly to emphasize and reiterate to ourselves.* And in the measure that we thus question them, to see to it that the jobs we assign are decent, we shall encounter the less need of compulsions.

As a last resort, in bankruptcy of more worthy sanctions to be discussed later, we must doubtless use the compulsions of fear of failure, and shame, and the like punishments. Either by his fault or our own we sometimes fail to make real to a pupil enough significance in essential things, to waken enough power of his own choice, to ensure his mastery of them. That there are then better possibilities than arbitrary force, you will have recognized. But where we find we must rely on such compulsions as I have described—compulsions that are wholly arbitrary and dominant from above—it is right and honest to recognize these as a tactical necessity; don't let us continue persuading ourselves that we are following a desirable and intentional régime looking toward fundamentals of morality. When soldiers are taught instant and implicit obedience, the intelligent officer's aim is not to strengthen their moral fiber; it is to get instant and implicit obedience. The strengthening discipline of soldiering, the morale of a regiment, where it is secured, rises from quite another source; it is a matter of another kind of sanctions of which there is a very different account to give.

If it be contended that the compulsions I have referred to are merely the unintelligent ones, it must be pointed out that the pupil's conception in this matter—doubtless often mistaken—must nevertheless determine the effect upon him. If they seem to him merely arbitrary, captious, senseless, then the unfortunate attitudes of rebellion quite certainly arise, provided he has spirit enough to resent the real or supposed tyranny. So far as discipline is concerned, it is this effect on the child's moral nature that must largely determine our definition. If, however, we reserve these methods as a sort of stone wall against which to back up only those pupils who prove capable of no better, continuant purpose, we shall at least be sure of using them mainly on the inferior sort of individual who is, in fact, capable of little bruising.

### Allurements of False and Immediate Motives

We may, indeed, do well to prefer forthright and resolute demands to any or a second group of so-called purposes, secured through allure-

ments or sugarcoating of insincere dazzlements of personal influence. We must certainly examine with care these thin and clearly temporary expedients—the stimulus of struggle for grades, the mere satisfaction of the "strutting instinct" in exhibitions and the like, together with less worthy, meretricious appeals. We must be sure before trusting much weight upon them that we can actually shift to some more firm support for activities that must be kept going throughout the school years and after if they are to prove of real validity. Devices and expedients are easily available. One sets his sail to any slight breeze in the regions of doldrums. But they certainly must not be made a constant, or too frequent, substitute for real power-drives such as it is our business to discover and utilize. Their place of prominence, if anywhere, certainly is not in the high school. Another appeal of the forceful or attractive treacher is to his magnetic personality or—oftenest her—deployed charm. One finds the brilliant coaching teacher inspiring boys to "get into the game" of mastering futilities of Latin or English grammar, getting them to struggle with much verve and abandon. Good so far as it goes. But how enduring is it—how far, except for the naturally studious boy, who would go on anyhow, does this press of effort continue beyond the teacher's immediate influence? How bad the use of "charm" can be is illustrated in a chapter of Mr. Charles Norris's unpleasant and disquieting story, "Salt, or the Education of Griffith Adams." The point and summation of the matter is simply that all these bids for motive are outside the thing itself that the pupil is doing or studying—quite as much outside it as are mere blind compulsions. Some of them—allurements of personality, or of hot competition for prizes and standings, or of small and unrelated snatches of subject matter artfully tricked out—are of at least doubtful effect. None of them seem to offer assurance of growth in power of attention and application—let alone any social ideals and interests—unless by a rather precarious prestidigitation into purposes of a more enduring sort.

### Interest in the Job

A third, and quite different, type of purposes grows out of pupils' genuine interest in the job itself. Obviously these jobs may—in primary grades, clearly, they must—be very small and immediately graspable, like the tiny child's absorption in tracing letters or sawing

boards or teasing-out puzzles. Larger units—interests in relations and interrelations and constantly farther effects—are aided to grow by skilful help in discovering ever larger and more complex problems of activity and expression. The little child's keen zest in the mechanics of writing becomes wider and more significant when it is directed to the possibilities of typewriting, typesetting, and the whole mechanics of journalism. His merely vain-glorious personal pride at appearing before the school to tell a small adventure may be transformed into quite another thing—a real delight in making his experiences and ideas vivid and real for his friends. His rather mean desire to beat a classmate in marks may be reconstructed by his comprehension of his record as an impersonal sort of score in standardized tests, which he can raise, as he raises his own record in pole-vaulting, in unjealous rivalry among the group. He can be set vigorously to work excelling himself. There is a notably increased joy in communication that reaches its aim of interchange of ideas, in degree as one raises the level of his ideas and of the sort of minds he can communicate with. Shop work is irradiated sometimes in much the same way. Spelling for the chronic misspeller, sentence recognition with all its agile protean bafflement, the fixing of his vague ideas for the fluent child, and the painstaking organization of what one knows to fit it to less clear understandings—all these and many more difficulties may bring about, not discouragement, but the hard glitter of battle in the eyes, the steady and resistless advance of determined attack. So, in place of compulsions and irrelevant motives, we can learn more and more to rely on attention securely riveted upon the main job in hand, and realization of relations and effects, of growth and mastery, can be introduced into the subject matter and the activities of our schools.

All this, however, sounds much smoother than it proves in actual practice. No matter how keen a child's interest in a really hard or tedious job that he begins, there are sure to be long flinty stretches that will try his mettle and blunt or break his purpose. A five-year-old who told me confidently that he could make a chicken house —"Oh yes, I could; all I'd need'd be a few boards and some nails. It'd take just a little while"—was in for sorrows and blisters if he tried his plan. Sometimes, clearly, a teacher's duty is to see to it that children's plans are reduced to a practicable size or even given up. The attempt at too large a task—at writing too much or talking around amid too big a subject, for instance—is of course a blight upon

promising ability to purpose and to do, just as excrutiating soreness of muscle after his first overhard day ends the track season for many a candidate. On the other hand, we may expect pupils' power to grow, with growing size and complexity of the problems we can encourage them to attack, into constantly greater power of mastery. And pride in the mere difficulty of a thing—the affectionate look back over the drudgery itself once one has the thing done—is one of your most prized recollections and mine.

But in tasks perfectly right and necessary the weary hours tempt to abandon the whole enterprise. In this they are like all the worth while things of life. Then, when a pupil's limited imagination of his goal leaves him with on remaining glamor of interest in his job, is it necessary that the teacher come in always with petty allurements, or with stern taskmaster face, and see it through? Is the contribution of educational theory to stop, with a throwing up of hands, on the more than doubtful expedient of hard, meaningless compulsions to task work? If so, shame and fear and diatribe must continue their large and dishonorable share in our practice, and grow even more popular as countervails to that flabbiness of moral muscle that the War has set us all to speculating upon. It is, then, our business to find if we can something with power of surer growth to self-discipline than the black godmothers of fear and dictatorial authority and the indulgent aunts of pseudo-interest.

### The Discipline of Self-Mastery

Unquestionably, as we have been told so frequently of late, democratic societies—and all other societies as well—tend to weaken and drift unless there is developed in their citizens hardness of moral fiber and effective ideals of citizenship and duty, as well as sharpness of thought. Highest and best of all the purposes we have so far discussed is the strong and resolute compulsion of the child himself over his own vacillating and errant desires. And no other achievement of our education is more significant in its implications for the future of the individual, for the future of democracy. Nor shall we find great difficulty in agreeing upon the ideals which we should like to see govern our pupils in their search for mastery and discipline and good social living. The development of ideals that really have force in people's lives is the highest need and opportunity of education. We know that such ideals can become effective forces, once they are set working properly.

But so little has been told us of how to get this essential thing done! We are often led to conclude that those same arbitrary compulsions to which we have already paid our respects are to be our reliance. But we may well hesitate here. Our confidence in developing power through the subjection of ideas and of wills which many of us observed in the Prussian schools has been, fortunately, weakened of late. Good, honest hours of drudgery and the pupil's finding his work "downright disagreeable" may be symptoms of the very best sort of conditions, or they may mean the most wrong and dangerous kind. If they represent the coercion of simply a worse alternative, rebellion, half attention—just enough to get by—nothing probably can be more subversive of strength of character. But if the drudgery truly is wholesome, if the strong sense of disagreeableness is ridden flat in the masterful advance of a youngster's own sense of high purpose, there is nowhere a finer triumph of right education. What is this right education? If the blind compulsions are to be recognized as not our main weapon, but a last resort only, when a habit or a particular scrap of essential knowledge can be mastered in no other fashion, then we must look for a solution to those purposes which center upon the job itself, and to such higher development of social ideals and of power as life in our schools can generate in our pupils' understanding. At any rate, we all know that we cannot dispense much light by preaching to our pupils, badly as most of us preach. And no matter how brilliantly and convincingly we gave utterance to our ideas of social morality and of discipline, we should get nowhere without providing constantly the essential conditions for "doing something about it."

### The Influence of Social Situations

That, I believe, is why we are talking about social recitations, and do well to talk about them. All live children readily set to work, in smaller or larger groups, at originating and planning school or class journals, or informal dramatizings, or co-operative effort to better the school discipline—rather than to parody taking it over in a lump. Because they are communal, jointly purposed and executed, these activities take on immense vitality. They bring pupils together for suggesting, planning, and revising their schemes. All the group may be helped to look about for good ideas in one another's plans. A fifth grade, for instance, were working recently at writing a small play. Their teacher assured me that they were, like Mr. Wells'

Joan and Peter in the nursery, incapable of co-operative work. In hearing them read their rough drafts of scenes, I merely suggested that the pupils chosen as committee members for writing the final play would naturally be those who showed that they could make the best use of all manuscripts submitted, getting good points wherever they appeared. They eagerly took notes on such points, and their notes were comprehensive and amusing; they showed avidity in discovering useful suggestions. Such experiences as this may be aided to grow into intelligent co-operation on more serious and mature problems in high school and after. They make advancement possible. Good criticism without personality and intrusiveness, ability to take criticism well, hearty sharing in working and reworking are essential to society, and we have done small things toward developing them in our schools. Indeed, the immense advances that might be made in education if we all adopted such an attitude in our educational committees and discussions are not possible to compute.

And it is not alone in the so-called outside activities that social situations can arise. In the regular class work itself, provided it is not, by contrast, made up wholly of "passivities," the same sort of thing is possible. Good teaching of literature makes use of each child's preferences and interests and experiences in and outside of books to develop concrete reports for directing others' reading and for aiding and insuring their understanding of what they read. Composition teaching need not be always a private affair between pupil and teacher, but the class can be aided in becoming a kindly and helpful, but also a critical and discriminating audience for oral themes or themes read, giving commendation and suggestion upon matters of content, organization and statement, and form of presentation. In particular, where a piece of work—a speech or letter or report or a school-paper contribution—is to go beyond the room limits and represent our class to someone else, pupils become most keenly critical of all these things—need, in fact, to be helped constantly to avoid mere finicking and heckling. The entire reconstruction of attitude toward composition mechanics in young people's thought when they submit copy to a printer and know the cost of making corrections is really amazing. The subject has been lifted from the condition of an irregular, baffling, and stupidly futile series of puzzles to a tool for mastering difficulties actually met, and the editorial committee needs no urging to set up and enforce standards for manuscript handed in.

So much for the essential ideas of co-operation and recognition of one another's views which may be developed in social classes. But what is the possible contribution of such enterprises to development of discipline and volition? It is clear that nothing makes so real the worth of one's job as its immediate usefulness for living and communal ends. We have considered possibilities of growth, through such purposes, of sustained power to overcome drudgery and ignore side-issues. But beside all this, solidly backing it up, is the power of opinion represented by the group and its leaders, quietly assuming the doing of his share by every member, holding the flightly and the vacillating to the business in hand, and rewarding with praise and with opportunities for further service the capable and productive workers. In one class planning an assembly program of talks on conservation, three boys were unprepared at the tryouts. At the teacher's question, "What shall we do about it?" it was suggested and determined to bar them from the assembly exercise unless they prepared their part. They rose to the occasion with reasonable success, and did not again fail in meeting expectations that term. This true and proper social compulsion is based on the common understanding that the school audience, like any other, does not care to listen to slipshod presentation. It is not possible to make clear how fundamentally different is such an enforcement and recognition of right social demands from a master's autocratic posing of disagreeable alternatives.

Under intelligent and sympathetic direction, large gains are possible in arousing a sense of the common necessity for perseverant industry; of one's responsibility for his own full share for the group and enterprise as a whole; and of such greater goods as the necessity—the privilege as well as the duty—of being educated for the most intelligent usefulness. The common expectation of these things, however, should not and need not appear as recurrent demand or threat. It needs to be self-understood. And in direct proportion as it is intelligent, and intelligible to every sensible and fair-minded child, it will have the less need of flourishing its club. The chief usefulness of the draft provision during the late war was its explicit formulation of the common demand, for those men who without it were uncertain of their proper course of action. Its element of compulsion was not in most cases needed, and then chiefly where such resort is inevitable, in dealing with the poorer sort of human stuff.

The leadership of the teacher in social classes need not, in most cases it should not, be either abrogated or concealed. He has all the power of a real leader just so far as he is capable of being one, not only in initiating and forwarding activities, but in seeing that all do the best they are capable of. But if he is a wise leader, he will watch always to find out whether the best sentiment of the class recognizes his powers as justly used. And in particular he will see to it that as much initiative as possible is left to his pupils. His brilliant suggestions must not constantly dazzle them. He will whenever possible throw them on their own resources in discovering and solving problems. They must learn to get on without him. He will wisely conserve his leadership for places where the class is baffled, or where their solutions are wrong or their plans lead nowhere—aimlessly going over old paths. Of two plans almost equally valid, the pupil's is far preferable, for his use, to the teacher's, and a usually timid or unwilling child's offering to the group enterprise is best of all.

Not only must class activities not lack leadership; they must be checked by standard tests to determine what formal processes have been stressed and what ones overlooked; to lay out the direction that should be given problems in order that fundamentals be achieved. We must, however, have standards of supervision that desire and demand, not adult perfection—"the ideal of the finished product"—but the best effort the group or the child can put forth with a real minimum of dictation and direction. What is much more important, there must be constant questioning of the ideals that govern and that grow out of school activities. Teachers and supervisory officers are in responsible direction over these matters particularly, charged with seeing to it that powers of socially intelligent and disciplined volition arise out of the diverse happenings of classroom and laboratory. It is just in this difficult region that school principals are most needed; and here, so far as I have observed, they have been most completely inconspicuous. Ideals are of course more difficult to secure than mechanical skills; and because they have not as yet been submissible to specific testing, they have lain at the mercy of authorir ties without educational principles that provide adequately fothem. Yet they are more hopefully possible of realization under a regime of social purposes, chaotic and anarchic as this may at the worst be, than under the iron rule of compulsions from outside and above the pupil.

It is the duty and privilege of administrative officers to see that our educational practices make for strong will and responsibility and for social and wholesome desires. Nothing save the development of strongly continuing and healthful purposes can save our young people from the flaccidity of futile, weak living or the misery of working at ends they do not see or value, under the compulsion of systems and circumstances. With shallow "interests" and "motivations," or with a plague of arbitrary force pretended to harden and temper the will, we shall only deaden and stamp out potentialities of ideals and determination in our children. The faith of democracy is not in the blind obedience of Prussianism or in the uncontrolled individualism of England and America, which have wasted much of the youth and hope of the world, but in high and wholehearted social perceptions and in relentless power of dogged fighting to follow these to the end. For achieving these things, socially constituted school activities, directed to the realization and practical daily following of democratic ideals, are, I suggest, the best possible course.

I have proposed, then, that our best school practice must make use of the social recitation, in which power derives from a pupil's own discovery of the worth of doing hard but intelligible and socially significant things, and of the duty, which is also the privilege, of hard work to master them and where a spirit of communal achievement helps children in co-operative planning and work and in critical evaluation of what they have done. A social recitation such as I have in mind might seem to the visiting supervisor merely a good old-fashioned grind in spelling or sentence mastery, or it might on its surface appear aimless and centerless; the criteria to be applied here are not essentially palpable and immediate—must not be confused with mere bustle or parody of adult society, nor cramped altogether within the reach of as yet standardized tests. It required time to show forth their fruits: power to attack more complex difficulties with unshrinking determination; self-reliance shown in going after and getting information and materials and in gaining specific necessary powers for the task; growing happiness in one's own and in others' work well done, and in worthy art and literature; willingness to criticize definitely and helpfully, but without intrusiveness; and to take and use criticism; and recognition always of the rights of others and of the salutary authority of expertness and experience. Such a regime, in fine, may be helped to produce the discipline or power of will which most men have had to gain independently of recitations in

school, or with merely occasional and incidental help, by applying themselves to tasks they supposed worth while—unaided, certainly, by a really social spirit in the schoolroom. If we can direct educational thought upon these problems, and not altogether upon specific skills and bits of information fed out as preparatory, in a sort of larval state, for a future life of usefulness and culture, we can properly rate or discount sporadic appearances of socialization or of anarchy or of drudgery in schoolrooms, and have some basis for determining what is a sum total of contribution from any given teacher or teaching procedure.

Principal M. R. McDaniel of Oak Park and River Forest Township High School, Oak Park, Illinois, read the following paper:

## SCHOOL MORALE

M. R. McDANIEL, PRINCIPAL, OAK PARK AND RIVER FOREST TOWNSHIP HIGH SCHOOL, OAK PARK, ILLINOIS

It has been said that the spirit of the school is the determining factor in its efficiency. If this statement is true, and I believe that it is, surely the "determining factor" should receive the active attention of every secondary school administrator. We school men as a rule have been too busy with the details of our jobs to give to school morale its proper attention. We have just left it to grow up in its own way, uncultivated. When the spirit of the school is right, many of the details of our work disappear. Matters of discipline seldom arise and when they do arise they are taken care of without friction. When the spirit is right, the pupil feels that he is *of* the school, not merely *in* it, and is ready to assist the faculty in any constructive work undertaken.

To obtain the proper spirit, co-operation is the key note. Co-operation of principal and teachers and co-operation of all the pupils with the faculty. In order to gain this co-operation the principal must take the school, both teachers and pupils, into his confidence. The school cannot co-operate unless it knows what the school is trying to do. It not only must know what it is trying to do, but also must help do it. Co-operation in *doing* is the most essential thing. By this I do not mean that the pupils should run the school, that we should necessarily have so-called student government. Pupils, without the co-operation of the faculty, will probably be as apt to fail

in student government as will the faculty without the co-operation of student body. Democracy has been defined as a "decent respect to the opinions of mankind." A school should be that kind of a democracy. The faculty should have a decent respect to the opinions of the student body, and *vice versa*.

Since co-operation is the key note, there should be provided means for co-operative activity. The whole school should get together frequently. It does not matter so much whether it is in the auditorium, on the athletic field, or in some other place, but in some way there should be opportunity for the school to act as a unit. In all these get-together meetings the pupils should do something more than listen. We too often conduct school assemblies as if pupils were all ears and could do nothing but listen. Pupils should be contributors and producers as well as accumulators. The pupils should plan and produce many of the assembly programs themselves and in addition should have some part in every other program. If they can take part in no other way, let them give one or two school yells. Every yell for the school makes them think more of it and makes them more willing to do for it. It is what the pupils do for the school, much more than what it does for them, that makes them love it and be loyal to it.

The school assembly is to my mind one of the best means of developing the proper school spirit. It may also be one of the best means of creating the wrong spirit. It may be time wasted, even a bore, to the school. It should not be a time to make announcements, especially announcements of no special interest to the pupils. If announcements are made at that time, it is a good plan to have pupils make them. They like to do it and the school likes to hear them. Neither should it be a time to preach to the school. The assembly speakers should be chosen with as much care as you would exercise in choosing a teacher. After the program is over and the pupils have gone to the class rooms, they should be encouraged to discuss the program freely with the teacher and with one another for a moment. Assemblies can be and should be so interesting and so profitable that the pupils and teachers will look forward to them with pleasant anticipation.

School morale will be improved if the proper emphasis is given to excellence in scholarship. Pupils are just as proud of one of their number who wins some honor in scholarship as they are if he makes a touchdown or a home run. They are always glad to hear of the success of any of their former associates who have gone to college

and have won honor either in scholarship or any other college activity. They enjoy having such pupils come back and tell them of their college experiences. Publishing the names of all pupils who have made an average of 90% in all their work for the semester does much good. It encourages those who have won and inspires others to greater efforts. In our school we have a scholarship cup, given to the school by the Class of 1915. At the end of the first semester each year the senior who has made the highest record in scholarship for the three and one half years, wins the cup. The school has the names of winners engraved on the cup, and the winner each year is allowed to hold the cup for a year. Of course all pupils do not try to win it, but dozens of them do try, and the whole school is benefitted because they consider winning the scholarship cup one of the greatest honors in the gift of the school.

The high schools in the region surrounding Chicago are given a great opportunity to encourage scholarship by the University of Chicago. Each year the University gives examinations in the various subjects of the high school curriculum to all seniors who will take them. The winner in each subject is granted a scholarship in the University for one year. This scholarship is worth $150.00 and is eagerly sought by pupils, not only because the $150.00 but for the honor of winning. Many times seniors in the high school will ask to take the examinations even though they do not wish to go to that particular university. They want to help uphold the record of their school in scholarship. If the school avails itself of all these opportunities to encourage scholarship, the spirit of the school will be much improved.

A very excellent way to improve the spirit of the school is to encourage many of the so-called outside collateral activities. Nearly all of these activities require co-operative work on the part of the pupils as well as of the faculty. I know that in many places student activities are the subject of much criticism, even of contempt, and that many school men yearn for some way to get rid of them. I have heard a few men even express a wish to get rid of athletics, probably the most generally recognized student activity. In all of the legitimate student activities co-operation and encouragement, instead of antagonism, will bring good results, and will go far toward fostering the right hand of school spirit.

Student activities should by no means be limited to athletics, as is done in so many places, because not all pupils are interested and therefore will not co-operate. There should be student activities

varied enough to take in every pupil in the school. We all found during the War, when we could so easily get all pupils interested in selling bonds, in working for the Red Cross, Y.M.C.A. and other organizations, that the pupils did better school work and that school morale was greatly improved. This, of course, was partly due to a feeling of patriotism, but also due to a large extent to the fact that they were *doing* something and something in which they could co-operate. The number of these student activities to be encouraged depends of course on the size of the school. There must be many pupils taking part in each activity if it is to be valuable, but no pupil should be allowed to scatter his energies over too many of them, and thus lower the standard of his regular class room work.

In our own school we have the different forms of athletics, football, soccer football, track, tennis, basketball, and baseball for boys, and basketball, hockey, skating, and tennis for girls. Other organizations are the Orchestra, Band, Glee Club, Mathematics Club, French Club, Latin Club, Art Club, Story Club, Drama Club, Debating Club, and Public Speaking League. These last named are by their nature limited in membership. The school publications consisting of a weekly newspaper and of a literary periodical published quarterly, give valuable literary and business experience to more than one hundred pupils and do much to develop the right spirit in the whole school. Then we have the Girls' Club, and the Boys' Club, in which we encourage the largest possible membership. With the exception of the orchestra and glee club, these organizations all carry on their activities after school hours, thus depriving poolrooms, soda fountains and other loafing places, of much patronage. In these organizations the pupils themselves do the work and they love to do it for the school even if they don't get credit for it. They talk about it at home. They urge their parents to attend the meetings, thus gaining the active co-operation of the parents in the work of the school. In all these activities self is left out as much as possible. In the Drama Club work for instance, self is subordinated to the character presented in the play and also subordinated to the general success of the whole play. This is real training in school morale, real training in democracy. It was said in this room yesterday afternoon that many pupils drop out of school to go to work, because they want to be doing something. These outside activities give them an opportunity to do something and thus not only keep pupils in

school but also attract to the high school many who otherwise would have stopped with the eighth grade.

Excellence in achievement is a thing much to be desired in life, and therefore should be encouraged in school. In the class room many pupils are satisfied with 75% because that affects no one else. Not so in these other activities. There the pupil feels his responsibility to the group and nothing but excellence, at least nothing but his best, will satisfy either him or the group. I know of one boy who was too ill to attend his classes but who got out of bed and came to school at the close of the school day to do his part in shifting the scenery, when a play was given.

The Girls' Club and the Boys' Club are at times *discussion* clubs, but more often they are *doing* organizations. The Girls' Club, for instance, discusses all the school problems, from rouge to shoes and from local charities to French orphans.

Recently the seniors in the club gave a party to the second year girls and the following week the juniors did the same for the first year girls. This helpful attitude of the older pupils toward the younger ones certainly makes for better school morale than does the old time hazing attitude.

A successful democracy whether in the nation or in the school, depends upon two things, a high general average of intelligence and leadership. Russia apparently has had neither. Her general average of intelligence is very low and no Franklin and Washington have appeared as leaders. If we are to have the proper morale there must be leaders in the school as well as in the nation, and these various student activities are the great means of discovering and developing them.

Of all the student activities, I think athletics give the best opportunity to develop school morale, that is, if they are conducted in a democratic manner. In the early history of our country our schools were for the few, for the elect. The idea was aristocratic. But we have long since given up that idea. Education is for all, and the average boy and the dull boy, receive their full share of attention. In athletics some schools still hold to the aristocratic idea that athletics are for the few, and not always for the most promising few either. Where such is the idea, both the idea and the practice must be given up and there must be substituted the democratic idea that athletics are for all. In places much has already been done. One school with which I am intimately acquainted has had for the last two months 44 basket ball teams playing at least two games a week. The ideal should be

everybody in the game and everybody talking and practicing clean sportsmanship. Before important games it is a good plan to have massmeetings, of course they create enthusiasm and increase attendance at the games but they have a much greater and more important effect. They do much to shape the spirit of the school for high ideals and fair play. At these meetings let the boys talk. They enjoy talking about clean sportsmanship. Let them talk, encourage them *all* to talk. After awhile they will really come to believe what they say so much that it will carry over into practice, not only on the teams but on the sidelines. I once witnessed a football game in which the official frequently penalized the home team. I do not know how the students *felt*, but they *said* nothing. Soon an adult in the crowd called out the familiar slogan, "Rotten! put the referee out!" The student cheer leader, as quick as a flash, stepped up before him and said, "Cut out the small town stuff! Our school does not stand for that." His English no doubt lacked in aesthetic sensitiveness, but it was effective.

I shall give one more illustration. Another boy was entered in the quarter mile race in a very important track meet. He was sure of winning the event because he had in other meets run against all of the contestants and had won. The winner was to receive a gold medal. The boy was also entered in the relay race for his school, an event not giving individual medals but giving a cup to the winning school. He knew that if he ran the quarter mile he would lessen his school's chances of winning the relay. The coach urged him to run in the quarter and win his gold medal, but no, he saved himself for the relay. He lost his gold medal but won the relay and a cup for his school.

These are only two of the many illustrations that might be given to show that the right kind of school morale can be obtained by co-operative effort, and I close as I began by saying that the spirit of the school is the determining factor in its efficiency.

Mr. L. W. Smith, of Harvey, Illinois made a short statement regarding a uniform certification blank.

## A UNIFORM CERTIFICATION BLANK

LEWIS WILBUR SMITH, PRINCIPAL THORNTON TOWNSHIP HIGH SCHOOL, HARVEY, ILLINOIS

My appearance upon the program is not for the purpose of reading a paper but for the purpose of introducing an item of business. I

was asked sometime ago to prepare this topic for presentation to this organization to see whether or not in the view of the members it is possible to devise a uniform certification blank which would be acceptable both to the colleges and to the secondary school principals; and also to see whether or not it would likely be actually used instead of the present multiplicity of blanks.

Sporadic attempts have been made to get uniform blanks by various state associations and the North Central Association of Colleges and Secondary Schools. It seems that if this uniformity in blanks can be secured at all, that the proper agency to attain this end is the National Association of Secondary School Principals.

An examination of the blanks which come in the ordinary routine of business to the high school principal's office shows that the most characteristic features of these blanks are those which are uniform. For example, they all have vertical columns in which the subjects listed for certification are written down. They also invariably have vertical columns for the number of weeks a subject was pursued in high school, the number of days per week, and the grade attained. In some cases there are spaces set off in which to enumerate the text books studied and the amount of material covered in the text book. This matter of the text books, however, is pretty generally ignored by principals in filling out the blanks. Other common characteristics are blanks asking for the date when the student graduated, a certification of his good moral character, his recommendation by the principal, information as to the passing mark of the school, and so forth. In fact, in their general make-up the blanks furnished by the colleges and universities are now essentially uniform in the character of information they provide for and usually in the form in which that information is organized on the face of the blank. The differences in the blanks are insignificant ones. There is generally a great variety in typographical appearance and in size.

I am sure that a uniform certification blank could readily be brought into general use if this organization is emphatically in favor of it and if the members after the adoption of such a blank will insist for a time upon using it. The colleges and universities, I feel sure, will readily fall into the use of such a blank. The fact that it is possible is indicated very clearly by the fact that one of our members, Mr. E. D. Lyon, Principal of Hughes High School, Cincinnati, Ohio, has adopted such a blank for his own use and it is accepted in the colleges and universities to which his students go.

There are certain obvious advantages in the use of such a blank. The principals of smaller high schools who do not have clerical help could reduce their correspondence very materially by avoiding the necessity of asking for blanks from various colleges. The amount to be written in by them could be reduced to a minimum since they could print the subjects of study on their blank. In the larger schools where clerical help is provided there would be a great saving in time since uniform blanks would be more expeditiously filled out than those coming from colleges and universities, which although highly uniform in the facts which they ask have acquired a great variety of typographical forms.

It seems to me that the difficulty in the use of such a blank will be our own inertia in putting it into our routine school procedure. If it is once adopted in the schools, it will continue of its own momentum.

I move that the president of the Association appoint a committee of three to co-operate with a similar one to be appointed from the registrars' association of the colleges and universities to prepare a uniform certification blank. This motion was seconded and carried. The president later appointed on this committee, Principal L. W. Smith, Chairman, Principal Edmund D. Lyon of Hughes High School, Cincinnati, and Principal C. J. Woodbury of Fitchburg, Massachusetts.

## MINUTES OF THE BUSINESS MEETING OF THE THIRD ANNUAL MEETING OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

At the close of the fourth session, on Tuesday, February 26, the President, Principal William D. Lewis, called the Association to order at 3:45 P.M. The minutes of the second annual meeting held in Atlantic City, New Jersey were ready by the Secretary and approved by the Association.

The Treasurer's report, as given below, was read, and the Auditing Committee, Principal Frank G. Pickell of Lincoln High School, Lincoln, Nebraska, and Principal John Rush Powell of Soldan High School, St. Louis, Missouri, reported through the Chairman, Principal Pickell, that the Committee had examined the books and vouchers of the Treasurer and found them correct.

REPORT OF TREASURER

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

FEBRUARY 20, 1918 TO FEBRUARY 19, 1919

PRESENTED AT CHICAGO, ILLINOIS, FEBRUARY 25, 1919

RECEIPTS

| | | |
|---|---|---|
| Balance on hand February 20, 1918 | | $254.31 |
| *1918–1919* | | |
| Received Annual Dues | | 306.00 |
| TOTAL | | $560.31 |

EXPENDITURES

| | | |
|---|---|---|
| Telegrams | $ 8.87 | |
| Check returned, no funds | 2.00 | |
| Printing | 31.75 | |
| Yearbook | 276.50 | |
| Postage | 31.10 | |
| Three guests at banquet at Atlantic City | 6.00 | |
| TOTAL | | $356.22 |
| Cash on hand February 19, 1919 | $ 11.00 | |
| Balance in bank February 19, 1919 | 193.09 | |
| *Balance on hand February 19, 1919* | | $204.09 |

The report of the committee on Necrology was given by Principal J. R. Crann of York Community High School, Elmhurst, Illinois, as follows:

Principal W. H. Blakely of the Fort Dodge, Iowa, High School, who died in February 1919, was recognized as one of the leading school men of the state. He had been for twenty-five years a teacher of commercial subjects, manual training and finally a Supervisor of Manual Training and High School Principal. All of these positions he filled in an acceptable and dignified manner.

His most notable service to the state, as a whole, was rendered as an officer of the State High School Athletic Association, a position which he had held for many years. No man in Iowa has done more for the cause of clean athletics than he. He helped to build up an athletic system in the state which is second to none in efficiency and sportsmanship.

Mr. Blakely was a fine Christian gentleman and was beloved by students and patrons. The name by which he was commonly known

among the high school students was "Father B." This more than anything else characterizes him as a successful school principal.

The chairman of the committee on Resolutions, Principal J. Alvin Snook of Frankford High School, Philadelphia, Pennsylvania, read the following resolutions:

REPORT OF COMMITTEE ON RESOLUTIONS

(I) Realizing that the American Secondary School is a most important agency for perpetuating Anglo-Saxon ideals of democracy, we pledge ourselves to keep ever before the youth of the United States the principles of representative government as opposed to the ideas of sectionalism and class hatred now so prevalent in Europe.

We hereby heartily endorse the seven aims of secondary education set forth in the report of the committee of the N. E. A., and recently published in the Bulletin No. 35 of the Department of Education.

(II) In particular we desire to call attention to some of the recommendations made in the present meetings of this Association and calculated to carry out the general aims mentioned above:

(1) We believe in the high school as a training ground for citizenship and in the thesis laid down by Principal Lewis in his paper "Student Participators in School Organization and Government" that students can and should play a large part in the administration of the school.

(2) We endorse the stand of the N. E. A. committee, as interpreted by Mr. Kingsley, favoring the comprehensive, cosmopolitan or composite high school.

(3) We also record our approval of their suggestion that the education of boys and girls should not terminate before their eighteenth birthday, unless they be graduated before that time from a standard secondary school.

(4) Believing that knowledge precedes intelligent action and believing that a friendly and democratic attitude can be developed only through a sympathetic study of the problems of human relaships, we urge a systematic program of social sciences for our secondary schools.

(5) We wish emphatically to keep before the public the statement made by Principal Loomis in his paper "What Democracy

Should Demand of Her High Schools," that the constituencies we are serving can justly require of us certain effects and results only when they have shown perfect readiness, through their fiscal agencies, to provide without stint the funds indispensable to securing the best ends of secondary education.

(III) We welcome the study, suggested by Dr. Briggs in his paper "Provisions for Abilities by Homogeneous Groupings," of the inherent differences in the abilities of secondary school pupils and approve suggestions as to methods, both of testing and classification, that will insure greater efficiency in the training of boys and girls possessed of widely varying abilities.

(IV) We are glad to note the rapidly growing tendency in many colleges to recognize for college entrance any work allowed by the secondary school for graduation. On the other hand we regret that a few institutions have grown less liberal and more insistent upon preparation according to minute specifications.

FOR THE COMMITTEE

Principal William A. Wetzel
*Trenton High School*

Principal R. R. Cook
*Topeka (Kansas) High School*

Principal John G. Graham
*Huntington (W. Virginia) High School*

Principal J. G. Masters
*Omaha Central High School*

Principal G. Alvin Snook
*Frankford High School, Philadelphia*

The Nominating Committee presented their report as follows:

I. PRESIDENT:
Principal W. A. Bailey of High School, Kansas City, Kansas.

II. VICE-PRESIDENT:
Principal Edward C. Zabriskie of Washington Irving High School, New York City.

III. SECRETARY-TREASURER:
Principal H. V. Church of J. Sterling Morton High School, Cicero, Illinois.

IV. MEMBERS OF THE EXECUTIVE COMMITTEE:
1. Principal Jesse B. Davis of Central High School, Grand Rapids, Michigan.

2. Principal E. J. Eaton of West High School, Des Moines, Iowa.
3. Principal W. D. Lewis of William Penn High School, Philadelphia, Pennsylvania.

It was moved by Principal W. A. Wetzel of Trenton, New Jersey, that a committee be appointed to report a vear hence on Military Training in High Schools. This was amended to read that the committee on Military Training be made a sub-committee of the Committee on Physical Training. The President later appointed Principal C. P. Briggs, Rockford, Illinois, Chairman, Principal John Rush Powell, of Soldan High School, St. Louis, and Principal John Diehl, Erie, Pennsylvania, as members of the Committee on Physical Training. The sub-committee is Principal J. E. Marshall, Central High School, St. Paul, Chairman, Principal C. C. Heyl, High School for Boys, Philadelphia, and Principal Porter Graves, Manual Training High School, Kansas City, Missouri. A Committee on a National Honor System for High Schools was appointed with Principal J. G. Masters, Central High School, Omaha, as Chairman, Dr. L. L. W. Wilson, High School for Girls, Philadelphia, and Principal Merle C. Prunty, Tulsa, Oklahoma.

Mr. T. W. Gosling, State Department of Public Instruction, Wisconsin, moved a vote of thanks be passed by the Association for the fine program prepared by President William D. Lewis for this meeting. It was carried, Principal Masters putting the vote.

A resolution recording the Association as favoring the League of Nations to be sent to President Wilson and Vice-President Marshall was passed.

Principal L. W. Smith, Thornton Township High School, Harvey, Illinois moved that a Committee be appointed to study the operation of the Smith-Hughes Law. This passed, but no committeemen were appointed.

On motion of Principal E. J. Eaton, West High School, Des Moines, Iowa, the Association adjourned.

## CONSTITUTION

OF THE

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

### ARTICLE I—AIM

The aim of this Association is to promote the interests of secondary education in America by giving special consideration to the problems that arise in connection with the administration of secondary schools.

### ARTICLE II—MEMBERSHIP

Any principal or executive head of a secondary school may become a member of the National Association of Secondary School Principals upon the payment of two dollars.

The annual dues of members are two dollars, which shall be paid at the time of the annual meeting of the Association, or before April 1 of each year. A member forfeits his membership by failure to pay the year's dues.

The right to vote and hold office in the Association is open to all members whose dues for the year have been paid.

### ARTICLE III—COMMITTEES

The president of the Association shall at the first session of the annual meeting appoint the following committees: A committee on resolutions to consist of seven members; a committee on nominations to consist of eleven members; a committee on necrology to consist of five members. These committees shall report at the annual business meeting of the Association.

### ARTICLE IV—OFFICERS

The officers of the Association are a president, a vice-president, a secretary, a treasurer (or a secretary-treasurer), an executive committee composed of the four officers named, *ex officio*, and three additional members.

The duties of the president, vice-president, secretary, and treasurer are such as usually appertain to these officers. It is the duty of the executive committee to co-operate with the president in preparing the program of the meetings of the Association, and in carrying out the actions of the Association.

### ARTICLE V—MEETINGS

The Association will hold one meeting a year. This annual meeting is held at the time and place of the meeting of the Department of Superintendence of the National Educational Association.

### ARTICLE VI—AMENDMENTS

The constitution may be amended by a majority vote of those present and voting at the annual meeting. A proposed amendment must be submitted in writing at the preceding annual meeting, or must be submitted in printed form to all members of the Association thirty days before the annual meeting. In case the latter method is used, such proposed amendment must receive the approval of the Executive Committee before it can be printed and sent to the members of the Association.